

وزارة التعليم العالي والبحث العلمي

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

ⵎⵓⵍⵓⵎⵎⵎⵔⵉ ⵓⵏ ⵜⵉⵣⵉ ⵓⵓⵣⵓⵣⵓ

ⵍⵓⵎⵓⵎⵎⵎⵔⵉ ⵓⵏ ⵍⵓⵎⵎⵎⵔⵉ ⵓⵏ ⵍⵓⵎⵎⵎⵔⵉ

ⵍⵓⵎⵓⵎⵎⵎⵔⵉ ⵓⵏ ⵍⵓⵎⵎⵎⵔⵉ ⵓⵏ ⵍⵓⵎⵎⵎⵔⵉ

Mouloud Mammeri University of Tizi-Ouzou

Faculty of Letters and Languages

English Department



جامعة مولود معمري تيزي وزو

كلية الآداب و اللغات

قسم الإنجليزية

**A Dissertation Submitted in Partial Fulfilment of the Requirement**

**For the Degree of Master in English**

**Field: Foreign Languages**

**Specialism: Didactics of Foreign Languages**

**Title**

**“Teachers’ Strategies to Help EFL Students to Overcome their  
Glossophobia:**

**The Case of Under-Graduate University Students in the Department  
of English at Mouloud Mammeri University of Tizi-Ouzou.”**

**Presented By:**

**Mr. KHALDI Nouredine**

**Mr. LARBES Meziane**

**Supervised By:**

**Dr. AMMOUR Kamila**

**❖ Board of Examiners:**

**Mrs. ADEM Karima, M.A.A, Mouloud Mammeri University, Tizi-Ouzou; Chairwoman.**

**Dr. AMMOUR Kamila, M.C.A, Mouloud Mammeri University, Tizi-Ouzou; Supervisor.**

**Mrs. TACINE Houria, M.A.A, Mouloud Mammeri University, Tizi-Ouzou; Examiner.**

**Academic Year: 2022/2023**

*I dedicate this work to my mother, father and dearest brother and sisters, all my close friends:  
RAFIK, AREZKI, MANEL, and IMANE. I would have never achieved without their moral  
encouragement and help. Their unwavering support, guidance, and belief in me had been  
truly inspiring.*

*Noureddine.*

*In heartfelt gratitude, I offer this work as a tribute:*

*To my beloved Family, may Allah shower them with blessings for their unwavering love,  
invaluable assistance, and unwavering support on this journey.*

*To my dearest friends, Lysa, Wassim, Lynda, Amghis whose companionship has brought  
immense joy and inspiration.*

*In loving memory of my Grandfather.*

*Meziane.*

We would like to thank Dr. Kamila Ammour for her help and support in guiding us throughout this dissertation. Her expertise, wise advice, and constant encouragement played a crucial role in our research.

We would like to thank the jury members for dedicating their time to read and evaluate our work. We are also very grateful to the students who participated in this study and made an effort to contribute. Lastly, we would like to express our heartfelt appreciation to all the teachers in the English department at Mouloud Mammeri University of Tizi-Ouzou.

This academic investigation explores glossophobia in speaking classes among English as a Foreign Language (EFL) students at the Department of English at Mouloud Mammeri University of Tizi Ouzou. More to the point, the goal of the research is to help students become more confident while speaking English in front of an audience and to enhance their oral communication skills. The study investigates whether undergraduate university students experience glossophobia, how they overcome it, and the most prevalent teaching strategies used by teachers to assist their students in overcoming glossophobia. The analytical framework has been borrowed from Bandura 1970's "Social Cognitive Theory" claiming that learning happens as a result of a mutual interplay between personal variables, behaviour, and the environment. It stresses the relevance of cognitive processes in influencing behaviour and the impact of observational learning, self-efficacy beliefs, and self-regulation. In order to collect and analyse data, the mixed-methods approach have been adopted combining qualitative and quantitative procedures. An interview has been conducted with six teachers of listening and speaking subject, and a questionnaire with fifty-nine undergraduate English university students at MMUTO. The findings of the study expose the damaging effects of glossophobia on students' language development, especially speaking abilities, and identify a number of its sources, situations where students manifest glossophobia, and mitigation tactics. Nevertheless, the results show that through careful planning, repetition, gaining self-confidence, encouraging self-talk, and relaxation techniques, students can reduce their speech anxiety. Furthermore, teachers play a vital role in the process of reducing students' glossophobia through giving opportunities for peer collaboration, Gradual Exposure, Modeling and Demonstration, and Creating a Healthy Environment

**Key Words**

Communication Apprehension, Glossophobia, Modeling, Self-efficacy, Social Cognitive Theory, Teachers' Strategies.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**MMUTO:** Mouloud Mammeri University of Tizi Ouzou

**FLSA:** Foreign Language Speaking Anxiety

**QCA:** Qualitative Content Analysis

**SPSS:** Statistical Package for Social Sciences

**SCT:** Social Cognitive Theory

**TBLT:** Text Based Language Teaching

## List of Diagrams

<b>Diagram 01:</b> Students fear of public speaking.....	26
<b>Diagram 02:</b> Students degree of fear while speaking in public .....	27
<b>Diagram 03:</b> Students confidence when speaking their native language.....	27
<b>Diagram 04:</b> Students Glossophobia degree.....	28
<b>Diagram 05:</b> Students attitude toward English oral class .....	28
<b>Diagram 06:</b> Situations that makes an EFL student feel anxious .....	29
<b>Diagram 07:</b> Students avoiding speaking a foreign language due to nervousness .....	30
<b>Diagram 08:</b> Nervousness affecting the ability to learn a foreign language.....	30
<b>Diagram 09:</b> Causes of nervousness when speaking a foreign language in public .....	31
<b>Diagram 10:</b> Students using techniques to reduce speaking anxiety .....	31
<b>Diagram 11:</b> Students attending courses that help overcoming Glossphobia.....	32
<b>Diagram 12:</b> Reducing speaking anxiety through practising.....	33
<b>Diagram 13:</b> Use of relaxation techniques.....	33
<b>Diagram 14:</b> The effectiveness of relaxation techniques.....	34
<b>Diagram 15:</b> Effectiveness of technology in reducing speaking anxiety.....	34

## **Table of Contents**

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviation.....	IV
List of Diagram.....	V
Table of Contents.....	VI

### **General Introduction**

Statement of the Problem.....	1
Aim and Significance of the Study.....	3
Research Questions and Hypotheses.....	3
Research Techniques and Methodology.....	4
Structure of the Dissertation.....	5

### **Review of the Literature**

Introduction.....	6
1. EFL Oral Skills.....	6
1.1. Aspects of Oral Skills.....	7
1.1.1. Fluency.....	7
1.1.2. Accuracy.....	8
2. Glossophobia.....	9
2.1. Pervasiveness of Glossophobia.....	9

2.2. Contexts and Causes of Glossophobia among EFL Students .....	10
2.3. Symptoms of Glossophobia .....	12
2.4. Pedagogical Methods to Reduce Speech Anxiety.....	13
3. Theoretical Framework .....	14
3.1. Albert Bandura’s Social Cognitive Theory.....	14
3.1.1. Self-Efficacy .....	15
3.1.2. Motivation.....	16
3.1.3. Anxiety .....	16
3.1.4. Modeling .....	17
3.1.5. Feedback .....	17
3.1.6. Social Support.....	18
Conclusion .....	18

## **Research Design**

Introduction.....	20
1. Research Method.....	20
1.1. Context of Investigation and Sample Population.....	20
2. Data Collection Procedure .....	21
2.1. Description of the Students’ Questionnaire .....	21
2.1.1. Piloting the Questionnaire Addressed to Students.....	22
2.2. Teachers’ Interview.....	23
3. Procedures of Data Analysis .....	23

3.1. Statistical Analysis .....	24
3.2. Qualitative Content Analysis .....	24
Conclusion .....	24

### **Presentation of the Findings**

Introduction .....	26
1. Results of Students' Questionnaire .....	26
1.1. Glossophobia and Foreign Language Learning .....	26
1.2. Techniques to Reduce Speaking Anxiety .....	32
2. Results of Teachers' Interview .....	35
Conclusion .....	38

### **Discussion of the Findings**

Introduction .....	39
1. Discussion of Students' Questionnaire .....	39
1.1. Glossophobia and Foreign Language Learning .....	39
1.2. Techniques to Reduce Speaking Anxiety .....	44
2. Discussion of Teachers' Interview .....	49
2.1. Teachers' Views .....	49
2.2. Teachers' Strategies .....	50
2.3. Feedback and Correction .....	51
2.4. Importance of Flexibility and Language Competency .....	52
2.5. Creating a Supportive Learning Environment .....	53

2.6. Interpretation of Results According to Bandura’s Social Cognitive Theory ..... 54

Conclusion ..... 56

**General Conclusion**

General Conclusion..... 57

Recommendations ..... 59

**References List**

References List..... 61

Appendices



# **General Introduction**

## Statement of the Problem

Effective public speaking skills are critical to success in academic and professional settings, yet many people struggle with Glossophobia or a fear of public speaking. This fear is especially evident among EFL students who feel insecure about their pronunciation, grammar, and vocabulary. McCroskey & Richmond (1982) claim that glossophobia can have negative consequences for academic and professional success, as well as personal well-being. Students with Glossophobia may avoid class or perform poorly in public speaking, leading to lower grades and lower self-confidence. Therefore, teachers must employ strategies that can help EFL students overcome their fear of public speaking and develop the confidence they need to communicate effectively.

According to McCroskey (1977, p. 124), glossophobia is an *“anxiety or fear experienced by a person when called upon to speak or perform in front of an audience or when confronted with the prospect of doing so”*. In this definition, McCroskey (1977) emphasizes the emotional and psychological aspects of glossophobia, which can lead to physical symptoms like sweating, shaking, or a rapid heartbeat. In his research, he has found that glossophobia is particularly prevalent among learners, who often experience high levels of anxiety when speaking in front of their peers or teachers. McCroskey & Richmond (1982, p. 117) states that *“the fear of public speaking is a common and persistent problem for students, who often report feeling nervous, anxious, and self-conscious when giving presentations or participating in class discussions”*. Thus, teachers need to recognize and address the issue of glossophobia among learners, by providing support and guidance to help students manage their anxiety and improve their communication skills.

Investigation about “glossophobia” among students has attracted great attention. In the Mouloud Mammeri University of Tizi-Ouzou (MMUTO), specifically the Department of

English, OUHADJ, M., OUMAHAMED, R., have conducted a research study in 2016 entitled “Enhancing English Language Students’ Speaking Skill Through Overcoming Anxiety: The Case of First Year Students in the Department of English at Mouloud Mammeri University of Tizi-ouzou.”. The dissertation aims to investigate the main causes of public speaking anxiety among EFL students and strategies that learners can use to decrease anxiety and enhance students’ foreign language speaking performance. The findings reveal that students face anxiety while speaking in public for different causes such as facing shyness, and being intimidated by more advanced students. At the Hilla Limann Technical University of Ghana Solomon Ali Dansieh, Edward Owusu & Gordon Abudu Seidu have conducted a research in 2021 entitled “Glossophobia: The Fear of Public Speaking in ESL Students in Ghana”. The study aims to identify the primary causes of student fear of public speaking and offer recommendations for enhancing their speaking skills. The results show that the major causes of Glossophobia are the fear of failure, lack of confidence, and a past traumatic experience. The study recommends using relaxation techniques, practising and preparing your speech, and using positive self-talk to overcome Glossophobia.

Current studies on the impact of Glossophobia on EFL Learners’ public speaking skills center essentially on the effects and causes of the fear of speaking in public. There is a lack of research that specifically addresses the strategies and tactics that teachers can employ to help and assist EFL students overcome their glossophobia. This research gap highlights the need for further research in this field, as the development of effective strategies can help EFL students improve their speaking skills and increase their confidence in using English. The present research aims to fill this gap.

## **Aim and Significance of the Study**

The overall aim of this research study is to explore the adequacy of different strategies that teachers can use to assist EFL students to overcome their fear of speaking in front of others (Glossophobia) and to move forward with their certainty and competence in speaking English before a gathering of people.

The significance of this study lies in its investigation of strategies to help learners overcome their fear of public speaking within the Department of English at MMUTO, potentially enhancing their open-speaking skills. The research's outcomes can offer valuable insights to teachers, fostering a more supportive learning environment and empowering students to build confidence and excel in language learning.

## **Research Questions and Hypotheses**

This work attempts to give answers to the following questions:

**Q1.** Do the undergraduate university students in the English Department at MMUTO face fear when speaking in public?

**Q2.** How do undergraduate English university students manage to overcome their glossophobia?

**Q3.** What are the most common strategies used by EFL teachers to help students overcome glossophobia?

To answer our research questions, we have advanced the following hypotheses:

**H1.** Some undergraduate university students face fear when speaking in public, and it varies according to their level of proficiency in English.

**H2.** Undergraduate university students manage to overcome glossophobia by practising speaking in a supportive environment and receiving guidance and feedback from experienced students and teachers.

**H3.** The most common strategies that EFL teachers use to help students overcome glossophobia are: Teachers creating a relaxed atmosphere, accepting student's mistakes, and avoiding being rude when students make mistakes.

## **Research Techniques and Methodology**

To achieve the objectives of this research, we have used the quantitative and the qualitative methods for data collection and analysis. The data collection procedure have been through two instruments: a questionnaire and an interview; interviewing with listening and speaking subject teachers of the English department at MMUTO to find out and determine their common strategies used to help students overcome their fear of public speaking and communication apprehension. In addition, a questionnaire have been destributed to undergraduate university students, to figure out if student faces glossophobia, the main causes of it, and how they manage to overcome it. The sample comprises 59 undergraduate university students of the Department of English at MMUTO, selected through a random sampling procedure. This study adopts the Albert Bandura 1970's social cognitive theory as the analytical framework, which explains that individuals' behaviour is influenced by a dynamic interplay of cognitive processes, environmental factors, and personal characteristics. This theory emphasizes the role of observational learning, where people acquire new behaviours by observing and imitating others. It also underscores the significance of cognitive processes like attention, memory, and self-regulation in shaping behaviour and fostering personal growth. Bandura's theory introduces the concept of 'self-efficacy', representing an individual's belief in their ability to successfully perform tasks or behaviours. Higher 'self-efficacy' leads to

increased motivation, resilience in the face of challenges, and a higher likelihood of achieving success.

## **Structure of the Dissertation**

The framework of this dissertation follows the traditional-simple model, consisting of a general introduction, four chapters, and a general conclusion. The general introduction includes the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation. The opening chapter is entitled “Review of the Literature,” delves into the theoretical underpinnings closely connected to glossophobia, specifically about speaking skills. Furthermore, it aims to explore and examine the many studies that have been conducted on this particular issue. The second chapter entitled “Research Design,” outlines the techniques that have been used for the study and the steps taken for data collection and analysis. The third chapter, “Presentation of the Results,” presents the findings in form of diagrams. In the fourth and final chapter entitled “Discussion of the Findings”, interprets and analyse the data collected. The general conclusion presents a brief statement that captures the main idea of the whole study, and recommendations for teachers to help their students in overcoming glossophobia.

A decorative graphic of a scroll with a black outline and grey shading on the rolled-up ends, framing the text.

**Chapter One**

**Review of the Literature**

## Introduction

In this chapter, we embark on a thorough examination of essential concepts crucial to our research. The first part of this chapter delves deep into the domain of EFL speaking skills, offering an in-depth explanation and clear differentiation. Additionally, it furnishes comprehensive definitions of the core ideas of fluency and accuracy. The subsequent section is exclusively dedicated to a detailed exploration of glossophobia, encompassing a precise definition of the term and an extensive analysis of its implications and the influencing factors on EFL students. In the final section, we introduce the analytical framework derived from Albert Bandura's "Social Cognitive Theory" from the 1970s, which we have integrated into our research.

### 1. EFL Speaking Skills

Speaking proficiency is an essential part of learning a foreign language, but for certain students, Foreign Language Speech Anxiety (FLSA) can be a major barrier. The social cognitive theory of Bandura (1970) states that 'self-efficacy' is a crucial element in how people approach and handle stressful circumstances. According to Bandura (1977, p. 193), "*People who believe they can perform well are more likely to approach a task with confidence, which can lead to better performance*". In other words, students who believe more highly in their speaking abilities are less likely to develop fear and perform better on speaking tasks in the FLSA situation. According to MacIntyre and Gardner (1994, p.235), "*creating a supportive classroom environment with positive feedback, opportunities for practice, and group activities can increase students' self-efficacy, reduce FLSA, and promote effective communication skills*". The importance of self-efficacy in public speaking have been highlighted by Allen, Hunter, and Donohue (2009, p.45), who contend that "*teachers should focus on developing students' public speaking efficacy, which is their belief in their ability to succeed*". As a result, language teachers

should be aware of FLSA and use techniques to foster settings that are encouraging and supportive. By doing so, they may help students feel more confident and reduce anxiety while also promoting good communication skills.

## **1.1. Aspects of Speaking Skills**

Speaking is a crucial element of learning a foreign language, but it may be difficult for beginners, especially when it comes to controlling speech anxiety. Fluency and accuracy in speaking are interconnected with the cognitive mechanisms involved in language usage. Fluency pertains to the ability to speak smoothly and continuously, maintaining a natural flow in communication. Accuracy, on the other hand, refers to using language with precision, adhering to grammatical rules and vocabulary choices. “The Social Cognitive Theory” of Bandura (1970) states that learning new actions and abilities is accomplished through a process of observation, imitation, and reinforcement. Thus, exposure to examples of clear and precise speech as well as encouragement for effective language usage may be helpful for language learners. In order to determine if learning outcomes are successful, Bandura (1970) also highlights the significance of ‘self-efficacy’, or one's conviction in their capacity to carry out a task. Therefore, treatments that increase learners' confidence in their ability to communicate in a foreign language may be successful in lowering anxiety and enhancing fluency and accuracy.

### **1.1.1. Fluency**

According to Ellis (2012), fluency is a complicated concept involving both linguistic and non-linguistic elements such as the capacity to automatically access and recall words from memory. Loewen & Sato (2017) describes fluency in a similar way saying that it is the capacity to create language swiftly and fluidly without undue pause or interruption. Loewen & Sato (2017) also contends that automaticity and the capacity to chunk language into bigger units for processing are strongly connected to fluency.

Furthermore, a model of fluency put out by Bygate et al. (2001) highlights the significance of both processing and performance aspects including elements like working memory capacity, attention, and planning. In the context of fluency, working memory helps manage linguistic elements, attention aids in staying on track, and planning supports the smooth and coherent expression of ideas, they contend that these linguistic and cognitive variables interact dynamically to produce fluency. In light of this, it can be said that fluency in language learning and teaching is a complex concept that encompasses not just linguistic competence but also a variety of cognitive and non-linguistic elements that affect language processing and performance.

### 1.1.2. Accuracy

According to Larsen-Freeman and Anderson (2011, p.133), Accuracy in second/foreign language instruction is defined as “*producing language that conforms to the rules of the target language.*” This covers proper grammar usage in addition to acceptable vocabulary and pronunciation. Learners must focus on the precision and completeness of language form as well as grasp vocabulary, grammatical structures, and proper pronunciation in order to acquire accuracy in oral production. In the view of Nation (2001), who contends that students need to be able to utilize words in context in addition to knowing their definitions, mastery of vocabulary is crucial for appropriate oral output. Additionally, as stated by Schmitt (2000), students need to be able to differentiate between different word classes (parts of speech) and understand their roles within sentences to construct grammatically correct and meaningful sentence. Larsen-Freeman and Anderson (2011) and Celce-Murcia and Larsen-Freeman & Williams (1999), accurate usage of grammatical structures is also required, including comprehension of word order and tenses. In addition to sound production, proper pronunciation also incorporates rhythm, intonation, and stress patterns, as mentioned by Brown (1991) and

Celce-Murcia et al. (2010). Learners can improve their oral output accuracy and their ability to interact with others by learning these elements.

## **2. Glossophobia**

Glossophobia, which refers to the fear or anxiety associated with public speaking, is a common experience within the context of studying EFL. According to Hefner and Eisenberg (2007), it is the intense fear or anxiety experienced when speaking in public, which can be particularly acute for EFL students who may feel exposed while speaking a foreign language. Public speaking anxiety is a strong fear or nervousness that people experience when they have to speak in front of a group of people. This fear can be especially intense for students who are learning English as a foreign language. These students may feel particularly anxious because they are not completely comfortable with the language and worry about making mistakes in front of others. This fear can make public speaking in a foreign language a challenging and nerve-wracking experience for them. Foreign Language Speaking Anxiety (FLSA), which is a general dread or apprehension experienced by learners while talking in a foreign language is strongly connected to the fear of public speaking. According to a research by Horwitz et. al (1986), FLSA has a major influence on the motivation and performance of learners. For teachers to effectively help students in overcoming their fear of public speaking and maximizing their language learning opportunities, it is crucial to have a thorough grasp of glossophobia in EFL environments.

### **2.1. Pervasiveness of Glossophobia**

Public speaking is considered to be the greatest fear that a person can face, surpassing even the fear of death. This is evidenced by the fact that many individuals claim they would prefer death to giving a speech. According to Cranston (2012), fear of public speaking consistently ranks as the most common fear among individuals. This finding has been further

supported by Kaya (2013) in an article published in “The Times”, a poll of 2,000 people have been asked to rank their level of fear on a list of phobias. The majority of participants have ranked a fear of public speaking as a more pressing concern than death, placing it among society's most pervasive fears. The only fear deemed more terrifying has been the thought of losing a family member. However, Genard (2016) argue that in recent times, fears of loneliness and death have surpassed the fear of public speaking, pushing it to the third position on lists of prevalent fears. Nevertheless, public speaking still ranks considerably high on lists of social phobias.

Glossophobia can occur regardless of a person’s status and can happen in various settings. For instance, in the workplace, a manager may experience panic attacks at the thought of giving a presentation to their superiors, while a job seeker may become emotionally troubled before going on a job interview. Additionally, social settings such as parties can be anxiety-inducing for individuals with glossophobia, manifested by physical symptoms such as sweaty palms. (Fish, 2001). The fear of public speaking can leave individuals gripped with fear, causing them to miss out on various academic, social, and career opportunities. Those who suffer from glossophobia often avoid any chance to speak publicly, which can even happen in the classroom, where a student may hope not to be called upon by the teacher to answer a question (Fish,2001). In summary, glossophobia is a real and pervasive issue that requires significant efforts to address, particularly among students who are the focus of this study. Public speaking anxiety can be categorized into different contexts and causes, and tackling the root causes is essential to overcome it.

## **2.2. Contexts and Causes of Glossophobia among EFL Students**

The significance of context in public speaking is extremely significant and should not be underestimated, as it plays a crucial role in determining the meaning and interpretation of the

speaker's message. Context is associated with the particular environment where the speech occurs, and it can cause pre-speech apprehension or nervousness during the speech. Segar (2018) has pointed that individuals can experience fear during or before the speech, but not both, and even experienced speakers still get a little nervous before speaking (Norton et al., 2005). The causes of speaking anxiety are diverse and may include anxiety related to trait, context, audience, and situation, as stated by McCroskey (2001). Reavley et al. (2010) suggests that phobias may arise from genetic tendencies and environmental, biological, and psychological factors. Students often experience speech anxiety due to prior negative experiences or circumstances that lead to fear of public speaking such as being ridiculed by peers for mispronouncing words. Roskos-Ewoldsen & Monahan (2009) identifies several factors responsible for 'glossophobia' such as the lack of confidence, inadequate preparation, and natural shyness, fear of mistakes, tension, and poor language skills. Maintaining eye contact is a crucial technique in public speaking, but fear of derision and apprehension from making mistakes may cause speakers to avoid it. Kankam and Boateng (2017) have also found that fear of derision and lack of preparation, along with inferiority complex, needless comparisons, and poor reading habits, are among the common causes of speech anxiety in university students in Ghana.

Genard (2016) has identified several factors that can significantly increase anxiety levels during public speaking, which are similar to those noted by other researchers. These factors include recalling past failures, inadequate preparation or insufficient knowledge of one's audience. Genard (2019) also found that self-consciousness in front of a large audience is a commonly cited reason for performance anxiety, and some speakers may even avoid speaking due to the fear of appearing nervous. Additionally, Genard (2019) highlights concerns regarding being judged by others, feelings of dissatisfaction with one's

abilities, discomfort with one's body, poor breathing habits, and comparing oneself with others as other contributing factors to public speaking anxiety.

The confidence of EFL students in speaking English is influenced by various underlying factors, including cultural aspects. Wei, Hua, & Simpson (2023), suggests that human culture traits such as language with limited sounds and grammatical rules, age and gender classifications, parenting styles, and rules for distinguishing good and bad behaviour, can affect language learning. For instance, authoritarian parenting styles, which impose strict rules on children, can contribute to the development of timidity and communication apprehension in many African youth (Cherry, 2012). Additionally, cultural practices such as keeping quiet when elders are speaking can further exacerbate communication apprehension in EFL students, particularly in public speaking situations (Sharifian, 2017; Yashima et al., 2004). Moreover, the overuse of vernacular language in many Ghanaian schools can also impact students' ability and anxiety to communicate effectively in English (Kankam and Boateng, 2017). As many educational institutions draw their students from the surrounding areas, where the use of local dialects and vernacular is prevalent, students may prefer using these languages instead of English to show their identity and solidarity with their peers and teachers.

### **2.3. Symptoms of Glossophobia**

According to Johnston (2006), individuals with speech anxiety or phobia may exhibit various symptoms such as weakened voice, trembling body, sweating, palpitations, and increased anxiety even at the thought of giving a speech or engaging with others. Additionally, individuals may experience heightened senses, elevated heartbeat, and stiffness in the neck. In addition to the aforementioned physical manifestations, individuals with speech anxiety may also present with a range of other somatic symptoms. These may include palpitations or an elevated heart rate, which can contribute to feelings of dizziness or light-headedness, as well as

a sense of constriction or tension in the neck. The deleterious effects of speech anxiety may be particularly pronounced in social situations where public speaking is anticipated or mandatory such as in the context of academic presentations, or public speaking competitions.

### **2.4. Pedagogical Methods to Reduce Speech Anxiety**

Language learners' oral outcome abilities can be significantly impacted by speech anxiety in a foreign language. Fortunately, teachers may use a variety of techniques to lower students' anxiety levels and enhance their speaking skills. Making a welcoming learning environment that encourages trust and open communication is one strategy (Epstein, 1999). To assist students in managing their anxiety, teachers can also use relaxation techniques including deep breathing and visualization exercises (Gkonou et al., 2016). The accuracy of learners may also increase by giving those clear instructions and feedback and by modeling successful communication habits (Nassaji, et al., 2021).

Teachers can also encourage students to center on the communicative function of language rather than their performance by implementing task-based language instruction (TBLT) (Willis & Willis, 2007). Giving students important tasks to fulfil, such as haggling over a hotel reservation or debating a current incident, motivates them to utilize language to achieve a particular objective. TBLT can assist learners in lowering their anxiety levels and enhancing their overall speaking skills by emphasizing communication.

Finally, technologically-based therapies have shown promise in lowering foreign language speech anxiety and enhancing speaking abilities (Jeon & Cho, 2017; Lee & Kim, 2020). These interventions include virtual reality and online language exchange programs. These treatments give students a secure and encouraging atmosphere in which they may practice communicating with real or fictitious interlocutors, which can boost confidence and lower fear. Overall, teachers may help learners who are nervous about speaking in a foreign

language by putting these techniques into practice. This will also help learners speak more effectively and confidently.

### **3. Theoretical Framework**

The present investigation uses Albert Bandura 1970's "Social Cognitive Theory" as its theoretical framework to analyse data and investigate pedagogical techniques that teachers could use to assist students in surmounting their fear of public speaking. The following section aims to provide a comprehensive explanation of this approach, elucidating its key concepts, and demonstrating its relevance to the study of public speaking anxiety in educational settings.

#### **3.1. Albert Bandura's Social Cognitive Theory**

Bandura (1970)'s "Social Cognitive Theory" (SCT) asserts the significance of personal, behavioural, and environmental variables in the acquisition of knowledge (Bandura, 1986). Pedagogical approaches for helping EFL students in surmounting their fear of public speaking may encompass interventions that target personal factors such as self-efficacy, motivation, and anxiety, which have the potential to impact their ability to perform. Moreover, examining behavioural and environmental components such as modeling, feedback, and social support can be instrumental in fostering the learning process (Bandura, 1997). An intervention based on SCT principles such as modelling, feedback, and self-reflection, significantly increased students' self-efficacy in public speaking and decreased their fear.

The research backs up the relevance and effectiveness of employing SCT when developing solutions to help EFL students overcome their glossophobia, focusing on individual, social, and environmental aspects to promote the learning process.

## 3.1.1. Self-Efficacy

Bandura's (1970) notion of 'self-efficacy', which is based on the conviction that one's actions may have an impact, describes a person's conviction in their capacity to complete a certain activity or achieve a specific goal (Bandura, 1970). Self-efficacy beliefs, in accordance with Bandura (1970), are an important factor in determining human behaviour and have a big influence on people's goals, choices, and resilience in the face of challenges (Bandura, 1970). According to empirical studies, prior success in public speaking can boost self-efficacy and lessen fear (Brouwer & Huitema, 2011). Teachers can provide opportunities for students to practise and excel in public speaking such as classroom presentations or debates, to help learners increase their 'self-efficacy' and overcome their Glossophobia. This is in line with Bandura's emphasis on the significance of mastery experiences in forming 'self-efficacy' beliefs (Bandura, 1970). Additionally, a research has shown that practice and feedback can boost confidence and reduce public speaking anxiety (Olatunji, 2018).

Building students' 'self-efficacy' is crucial for good learning outcomes, as stated by Bandura: "*Perceived self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments*" (Bandura, 1970, p. 3). Thus, teachers can encourage students to confront their fear of public speaking and improve their communication skills by using a variety of techniques to increase their 'self-efficacy' such as verbal persuasion, modelling, and guided mastery (Bandura, 1970). The study of Glossophobia is particularly pertinent to Bandura's idea of self-efficacy. People with poor self-efficacy frequently find public speaking to be difficult, which causes anxiety and avoidance tactics. However, initiatives to boost self-efficacy can be successful in lowering Glossophobia.

## 3.1.2. Motivation

Bandura's (1970) social cognitive theory highlights motivation as a personal factor that has a significant impact on human behaviour. Motivation is defined as *“the processes that energize, direct, and sustain behaviour”* (Bandura, 1970, p. 25). Therefore, it is the driving force behind why individuals act in a certain way. Setting specific and attainable goals is an essential aspect of motivation, according to Bandura (1970). Teachers can use this theory to help students overcome their fear of public speaking by providing them with clear expectations and criteria for success. This can include setting objectives for the speech content, delivery, and overall performance. By breaking down the task of public speaking into manageable objectives, students may feel less overwhelmed and more motivated to prepare and engage in the activity (Bandura, 1970).

Furthermore, teachers can assist students in understanding how the communication skills they develop through public speaking can be applied to real-world situations. Bandura (1989) suggests that by providing examples of scenarios where effective communication abilities are necessary such as job interviews or meetings, teachers can help students recognize the relevance of public speaking skills and increase their motivation in order to improve. As Bandura (1986, p.2) explains, *“People who believe they have the power to exercise some measure of control over their lives are healthier, more effective, and more successful than those who lack faith in their ability to effect changes in their lives”*. Thus, by increasing their motivation and self-efficacy beliefs, teachers can help students overcome their fear of public speaking and develop vital skills that will benefit them in the future.

## 3.1.3. Anxiety

Bandura's (1970) Social Cognitive Theory posits that anxiety is closely linked to an individual's self-efficacy beliefs, which refer to their confidence in their ability to perform a

task successfully. Teachers can support students in managing their anxiety related to public speaking by providing various forms of assistance and feedback throughout the process. They can offer guidance and encouragement during the preparation stage, provide positive reinforcement during the speaking activity, and offer constructive feedback after the speech is completed. Additionally, teachers can assist students in developing coping mechanisms to help manage their anxiety such as deep breathing exercises or visualization techniques, which can be practised before and during public speaking activities (Bandura, 1997).

### **3.1.4. Modeling**

Modeling is a fundamental concept in Bandura 1970's "Social Cognitive Theory", which refers to the process of learning by observing and imitating the behaviour of others (Bandura, 1986). In the context of public speaking, modeling can be a powerful tool for helping students overcome their fear and improve their skills. Teachers can facilitate modeling by providing opportunities for students to observe and learn from skilled speakers such as guest speakers or classmates who are confident in public speaking (Bandura, 1986). By watching others perform successfully, students may develop new skills and techniques and feel more confident in their ability to perform. Additionally, teachers can model effective public speaking skills themselves by providing clear and engaging lectures or presentations (Bandura, 1986). By demonstrating effective communication techniques such as eye contact, vocal variety, and body language, teachers can help students learn the skills they need to be successful public speakers. Modeling is a key component of Bandura's theory, which emphasizes the importance of environmental factors in the learning process (Bandura, 1997).

### **3.1.5. Feedback**

According to Bandura 1970's "Social Cognitive Theory", feedback refers to the information given to an individual regarding their performance on a specific task or activity

(Bandura, 1970). In the context of public speaking, teachers can offer constructive feedback to students to assist them in identifying elements in need of improvement and strengthening their confidence. Feedback can be given on different aspects of the speech including content, delivery, and overall performance. The feedback should be supportive and aim at facilitating improvement rather than being critical or demotivating (Bandura, 1997). Additionally, feedback can be provided in different forms such as oral feedback, written feedback, or video recordings of the speech. By analysing their performance, students can learn from their mistakes and develop new skills for improvement (Bandura, 1997).

### **3.1.6. Social Support**

Social support refers to the provision of emotional and practical assistance from others such as friends, family, or teachers that can facilitate personal growth and well-being (Bandura, 1997). In the context of public speaking, teachers can offer social support to their students by creating a classroom environment that fosters positive communication and encourages students to take risks. For instance, teachers can provide opportunities for students to practise public speaking in a safe and supportive environment such as through small group discussions or peer feedback sessions (Bandura, 1997). Teachers can also provide emotional support to students by acknowledging and validating their fears and concerns, and by offering reassurance, and encouragement throughout the public speaking process. By receiving social support from their teachers, students may feel more motivated and confident in their ability to overcome their fear of public speaking.

## **Conclusion**

The current chapter has conducted a thorough examination of the relevant literature related to the research topic. The chapter is organized into three main sections. The initial section, entitled “EFL Speaking Skills”, has focused on the two key components of speaking

competence: fluency and accuracy. The subsequent section has expounded upon the concept of “glossophobia”. The third and last section is the analytical framework which has elucidated the approach employed in the present study.

A decorative border resembling a scroll, with a vertical strip on the left side and rounded corners at the top and bottom. The scroll is outlined in black and has a light gray shadow on the left side.

**Chapter Two :**

# **Research Design**

## Introduction

This chapter describes the methods that have been used to investigate how teachers can assist their students in overcoming their fear of public speaking. It is divided into three main sections: “Research Method”, “Procedure of Data Collection” and “Procedure of Data Analysis”. The “Research Method” section outlines the methodology used in the study, the research site and the sample population. The “Data Collection Procedure” section describes the data collection tools, including questionnaires and interviews, and describes the Pilot Study. The “Data Analysis Procedure” section explains the techniques used to analyse the data.

## 1. Research Method

For data collection and analysis, the current study uses a mixed-methods research design that blends quantitative and qualitative research techniques. Baran (2016) claims that mixed-methods research integrates both methodologies, which can result in a deeper comprehension of the study subject. The qualitative technique investigates the significance and interpretation of data, whereas the quantitative method focuses on numerical data and statistical analysis to establish the correlations between variables. This study is a case study that combines survey research, which collects data through questionnaires and interviews, with corpus-based research. It entails the collecting and analysis of text corpora relevant to the research issue.

### 1.1. Context of Investigation and Sample Population

The current study is conducted in the Department of English at MMUTO, and the target population under investigation is Under-Graduate university students. A total of 59 students have been selected randomly to participate in the study and completed the questionnaire. According to Kormos and Csizér (2014), glossophobia is common among students who faces this issue due to their lack of self-confidence. Therefore, this population was deemed

appropriate for the study. Additionally, six teachers who are in charge of listening and speaking subject have been selected to participate in the study interview component. The teachers' experience and expertise in teaching oral skills are believed to provide more reliable and in-depth data, as well as valuable guidance to ensure the research has been conducted appropriately. This approach is consistent with the recommendations of Creswell and Poth (2017) for selecting participants who have the necessary expertise and knowledge to provide meaningful insights into the research topic.

## **2. Data Collection Procedure:**

To collect data for this research, two main instruments have been used. The first instrument is a questionnaire designed specifically for Under-Graduate university students in the Department of English at MMUTO. The questionnaire is intended to assess students' experiences with public speaking and the strategies to manage speaking anxiety. The second instrument that has been used in this study is a structured interview with six teachers of listening and speaking subject in the Department of English at MMUTO. The interview aims to provide insights into the teachers' assistance toward students' speaking anxiety and their strategies for addressing it. This combination of instruments is consistent with the recommendations of Creswell and Creswell (2017), who suggest that mixed-methods research designs that utilize multiple data collection methods can provide a more comprehensive understanding of research phenomena.

### **2.1. Description of the Students' Questionnaire**

As stated by Dillman, Smyth, and Christian (2014, p. 2), a questionnaire is a “*written instrument for gathering information from respondents*”, and it is commonly used in survey researches. The questionnaire typically contains a set of standardized questions, or items, that follow a predetermined format to collect individual data on one or more specific topics. It can

include both closed-ended questions, which yield quantitative data, and open-ended questions, which yield qualitative data.

In the present case study, a questionnaire has been employed to survey 59 undergraduate university students from the English department at MMUTO, to investigate whether they face glossophobia, and the techniques they use to manage this fear. The questionnaire is divided into two sections: The first section, entitled “Glossophobia and Foreign Language Learning,” is composed of nine questions that aim to determine whether the participants experience anxiety in their foreign language learning or not. The second and final section, entitled “Techniques to Reduce Speaking Anxiety,” is composed of six questions that aims to investigate the techniques that students use to overcome their fear of public speaking.

### **2.1.1. Piloting the Questionnaire Addressed to Students**

To ensure the validity and reliability of the questionnaire used in this study, a pilot study is conducted. The primary goal of the pilot study is to pretest the questionnaire and identify any issues related to the clarity and understandability of the questions. Specifically, the pilot study aims to assess whether undergraduate students in the Department of English at MMUTO can understand the terminology used in the questionnaire and answer the questions effectively. In addition, the pilot study helps to identify any potential misunderstandings or misinterpretations of the questions by the participants. The pilot study takes the form of a questionnaire distributed to a group of 11 undergraduate university EFL students who are encouraged to ask for clarification on any question they find difficult to understand. After analyzing the results of the pilot study, none of the questions are modified since the students who participate in the procedure do not claim any issue related to the questions.

## 2.2. Teachers' Interview

According to Kvale (1996, p. 9), an interview is a “*conversation with a purpose,*” where the interviewer has a set of predetermined questions but it is also open to follow-up questions and exploring additional relevant topics. The goal of a structured interview is to obtain in-depth information on a specific topic from the participant's perspective. In this study, we have used an online structured interview with six English teachers who are in charge of listening and speaking subject at the English department at MMUTO to complement the data collected from the questionnaire.

Our objective for conducting the structured interview with the the listening and speaking subject teachers is to gather their perspectives on foreign language speaking anxiety. Specifically, we aim to explore their understanding of the phenomenon, the strategies they use to assist students in overcoming it, and their suggestions for reducing students' speaking anxiety. By obtaining their insights, we hope to gain a more comprehensive understanding of the issue and identify potential strategies to help students overcome glossophobia.

## 3. Procedures of Data Analysis

Data analysis is a crucial process that enables researchers to extract meaningful insights from the raw data collected and achieve the objectives of their study. In our research, we have adopted two techniques to analyse the results: statistical analysis and qualitative content analysis. These techniques are chosen due to the mixed-methods nature of our study, which involves both quantitative and qualitative data. Statistical analysis is used to explore the relationships between variables and identify significant patterns in the data. Qualitative content analysis, on the other hand, is used to analyse the qualitative data and identify emerging themes and patterns. The use of these techniques allow us to gain a comprehensive understanding of the data and draw reliable conclusions from our findings.

## 3.1. Statistical Analysis

In this study, both closed-ended and open-ended questions were included in the questionnaire for data collection. The closed-ended questions provided numerical data, which are analysed using the Statistical Package for Social Sciences (SPSS) version 20, a computer program commonly used for statistical analysis and presentation of quantitative data in social sciences (Landau and Everitt, 2017). The output of the SPSS analysis are presented in diagrams to facilitate understanding of the findings.

## 3.2. Qualitative Content Analysis

In our study, we have used the Qualitative Content Analysis (QCA) method to analyse the open-ended questions from the questionnaire and the structured interview. According to Kuckartz & Rädiker (2023, p.278), QCA is a systematic approach for subjectively interpreting the content of text through the identification of themes and patterns. Therefore, QCA is employed to analyse and interpret the meaning of texts. In our investigation, the data collected through open-ended questions is analysed through the personal production of the participants on the questions. This enable us to determine the intended responses of the participants, describe their viewpoints, and gain insight into their opinions regarding the research topic through written forms.

## Conclusion

This chapter has detailed the methodology employed for data collection and analysis. The primary tool for our investigation is a questionnaire, have been distributed to English language Under-Graduate university students at MMUTO. A structured interview is conducted with English language teachers at MMUTO. We opt for two data analysis techniques: statistical analysis and qualitative content analysis, to account for the quantitative and qualitative nature

of our research findings. Finally, we provide an overview of how the data is presented once the analysis is complete.

A decorative graphic of a scroll, oriented horizontally. The scroll is white with a black outline and features two grey, semi-circular elements at the top corners, representing the rolled-up ends of the scroll. The text is centered within the scroll's body.

**Chapter Three**

**Presentation of the Findings**

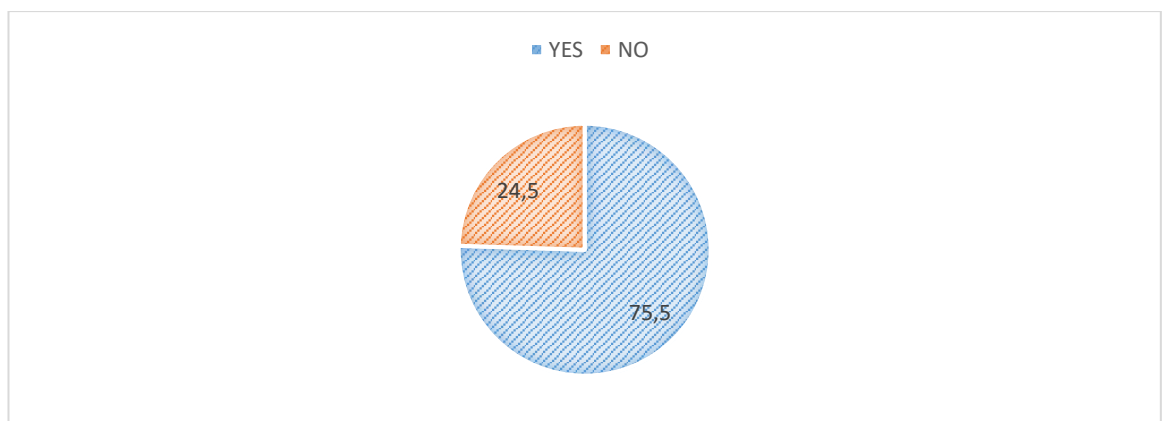
## Introduction

This chapter concerns with the presentation of the findings that have been obtained from the questionnaire administered to undergraduate students in the Department of English at MMUTO and the interview that have been conducted with their teachers of listening and speaking subject. It is divided into two sections. The first section covers the presentation of the results of the questionnaire, while the second one comprises the results obtained from the interview. For the sake of organization and clarity, the outcomes are presented in percentages and displayed into diagrams.

## 1. Results of Students' Questionnaire

### 1.1. Glossophobia and Foreign Language Learning

**Question Number One: Have you ever felt anxious or nervous when speaking in front of a group of people?**

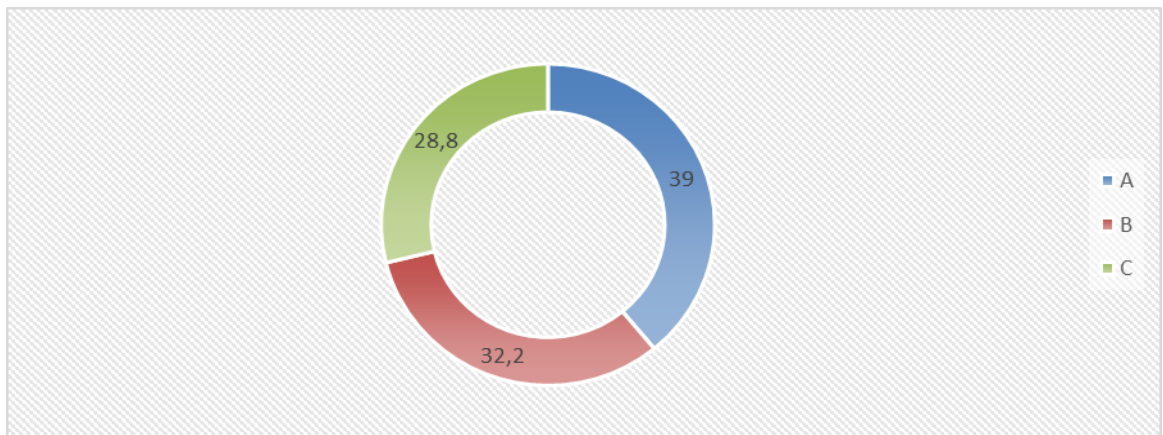


**Diagram (01): Students fear of public speaking**

From this diagram, we can conclude that 74.5% (44) of students face Glossophobia, while 25.5 % (15) of them do not face Glossophobia.

**Question Number Two: If you are an anxious speaker, you classify yourself as:**

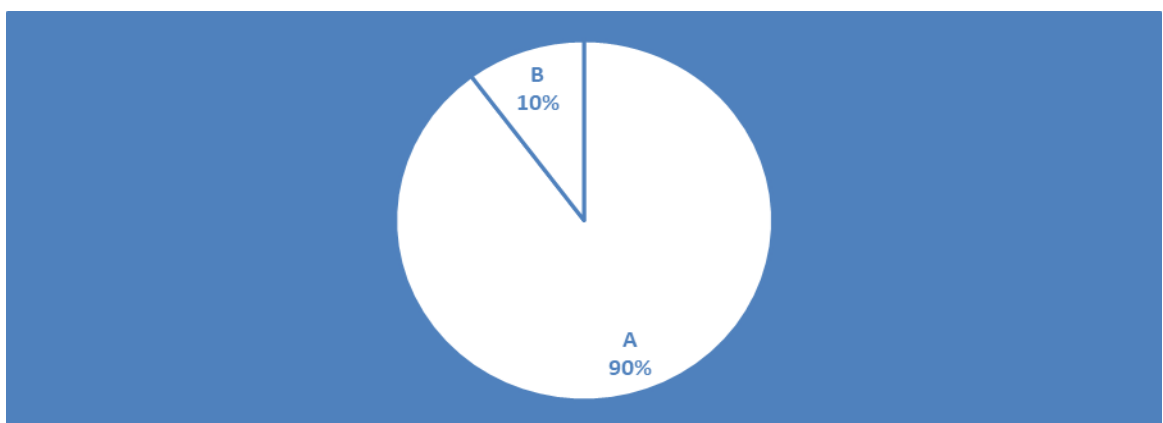
**A. High Anxious Speaker   B. Intermediate Anxious Speaker   C. Low Anxious Speaker**



**Diagram (02): Students degree of fear while speaking in public**

The result shows that 39% (23) of students show high anxiety while speaking in front of an audience, and 32.2% (19) students rank as intermediate anxious speakers, then only 28.8% (17) students are low anxious speakers.

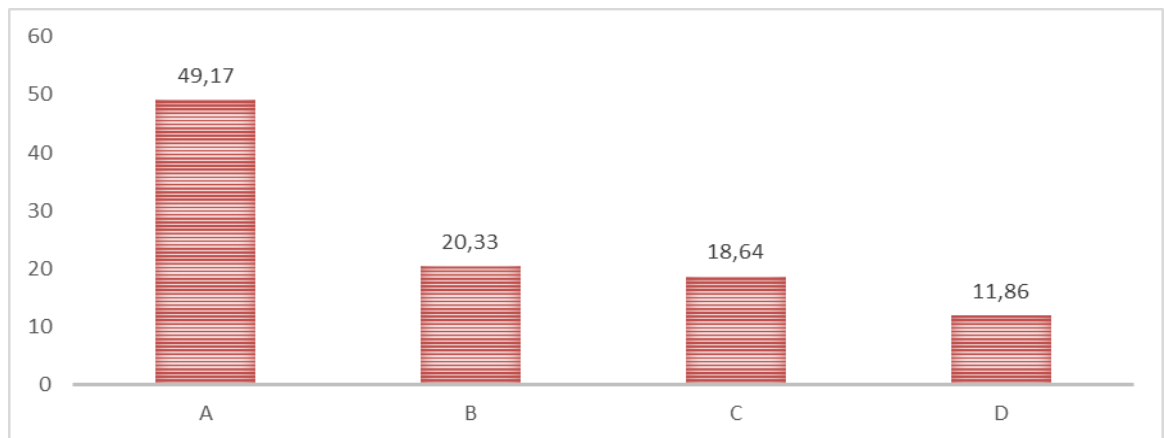
**Question Number Three: Do you feel confident or uncertain when speaking in front of people in your native language?**



**Diagram (03): Students confidence when speaking their native language**

The diagram demonstrates that 89.8% (53) of students are confident while speaking in their mother tongue, and 10.2% (6) show some anxiety while speaking their native language.

**Question Number Four: How often do you feel anxious or nervous when speaking a foreign language in class or with other people?**



**Diagram (04): Students Glossophobia degree**

The diagram shows that 49.17% (29) of students always struggle with Glossophobia, 20.33% (12) of students sometimes show fear of public speaking, 18.64% (11) of students are rarely afraid of producing a speech in front of an audience, and only 11.86% (7) of students are never afraid of speaking a foreign language in public.

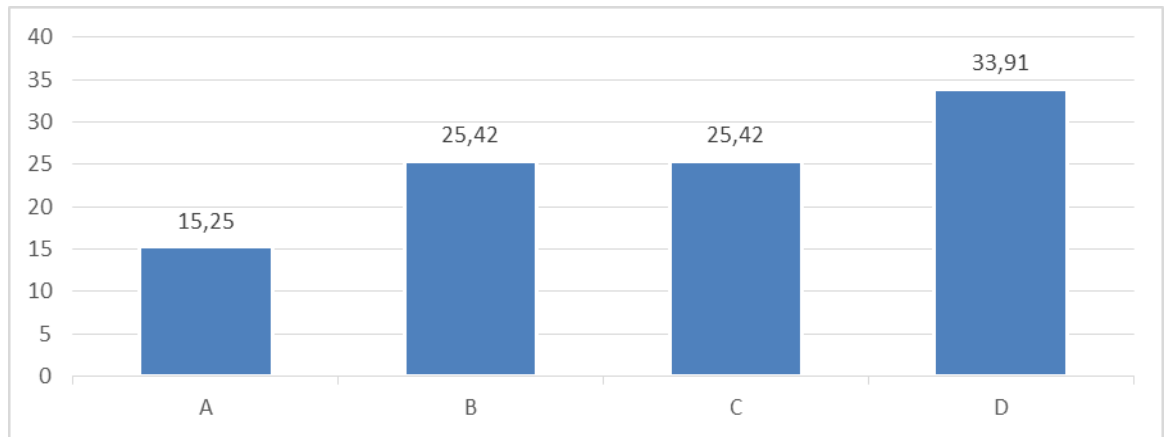
**Question Number Five: Which of the following statements describes your behaviour in the English speaking class?**

**A. I speak confidently**

**B. I feel nervous when I start speaking**

**C. I sit at the back and keep silent**

**D. I do not feel motivated to speak**



**Diagram (05): Students attitude toward English oral class**

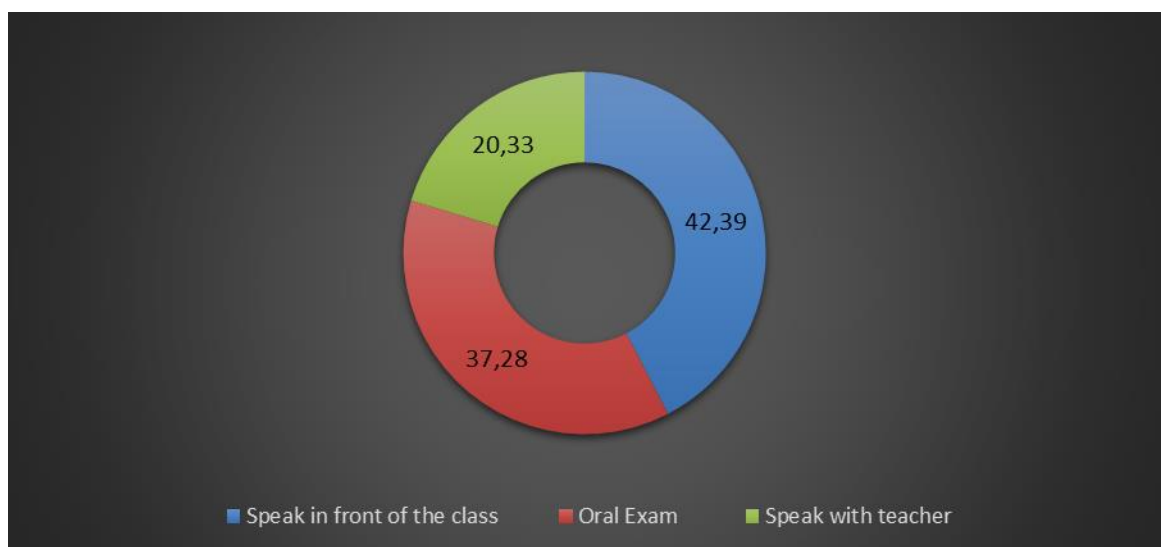
The diagram shows that 15.25% (9) of students speak confidently, 25.42% (15) students feel nervous when speaking, 25.42% (15) of students do not feel motivated, and 33.91% (20) of students choose to sit in the back and keep silent

**Question Number Six: What situation or topics in foreign language learning make you feel anxious or nervous?**

**A. Speak in front of the class**

**B. Oral Exam**

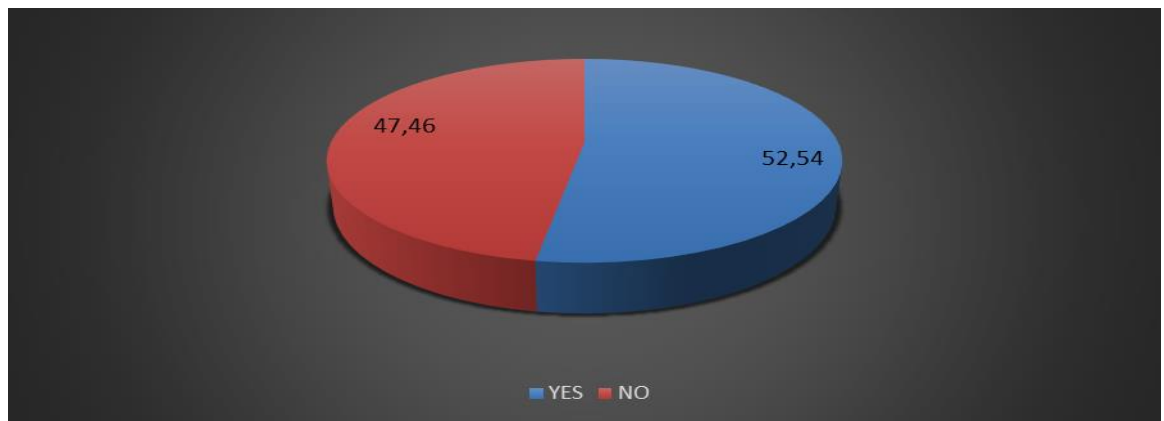
**C. Speak with teacher**



**Diagram (06): Situations that makes an EFL student feel anxious**

The results show that the first situation that makes an EFL student feel nervous is ‘speak in front of the class’ with 42.39% (25) of students, followed by ‘Oral Exam’ with 37.28% (22), and the last situation is ‘speak with teacher’ with 20.33% (12) of students.

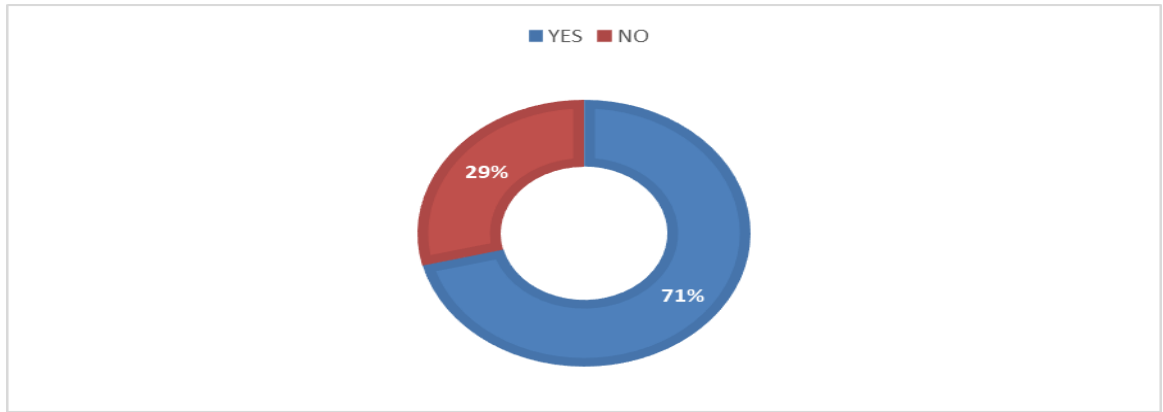
**Question Number Seven: Have you ever avoided speaking a foreign language because of anxiety or nervousness?**



**Diagram (07): Students avoiding speaking a foreign language due to nervousness.**

The result shows that 52.54% (31) of students have already avoided speaking a foreign language due to nervousness, and 47.46% (28) of students have not.

**Question Number Eight: Do you think anxiety or nervousness affects your ability to learn a foreign language?**



**Diagram (08): Nervousness affecting the ability to learn a foreign language.**

The diagram shows that 71.18% (42) of students believe that nervousness affects the ability of learning a language, and 28.82% (17) believe that it does not.

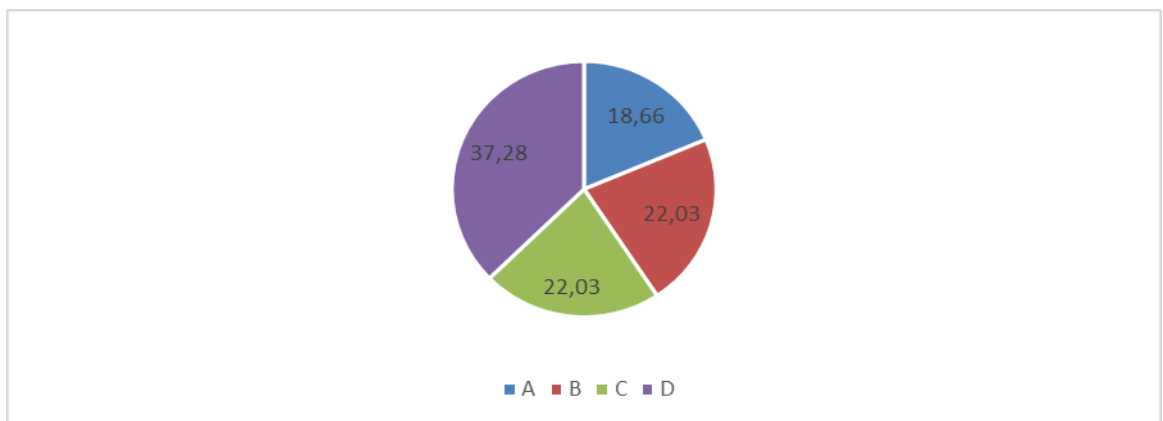
**Question Number Nine: What makes you nervous or anxious about speaking a foreign language in front of others?**

**A. Fear of being judged**

**B. Fear of making mistakes**

**C. Fear of failure**

**D. Fear of not being understood**



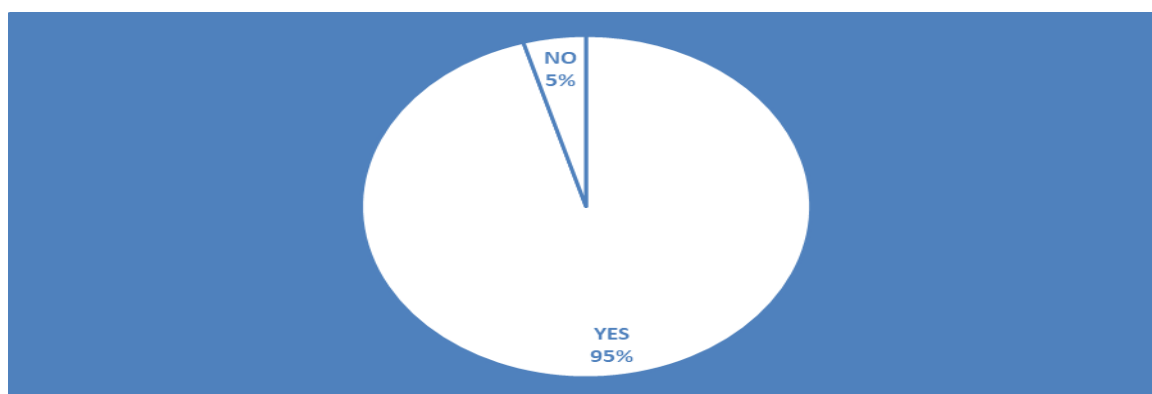
**Diagram (09): Causes of nervousness when speaking a foreign language in public.**

The result shows that 18.66% (11) of students show nervousness while speaking a foreign language because they are afraid of being judged, and fear of making mistakes is felt by 22.03%

(13) of students, fear of failure gathered only 22.03% (13), and 37.28% (22) of students show nervousness because they fear of not being understood.

### 1.2. Techniques to Reduce Speaking Anxiety

**Question Number Ten: Have you ever used any technique to help you reduce your anxiety when speaking a foreign language?**



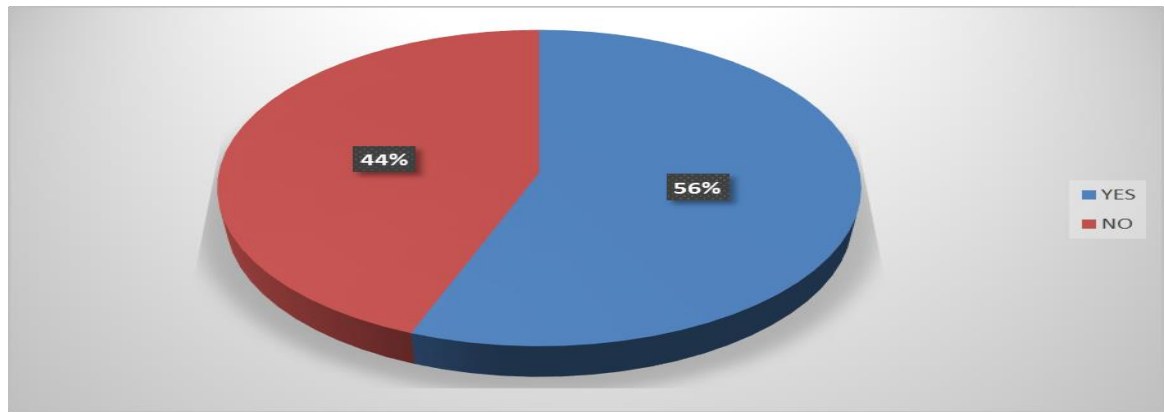
**Diagram (10): Students using techniques to reduce speaking anxiety.**

The result shows that 67.8% (40) of students use techniques to reduce speaking anxiety, and 32.2% (19) do not.

#### **If yes, what did you do?**

The students who answered 'yes' to the previous question have provided some techniques that could help in overcoming Glossophobia which are: practising speaking, focus on fluency not perfection, deep breathing and relaxation exercises, seek support, and using visualization techniques.

**Question Number Eleven: Have you ever attended an online courses or workshops that help reduce speaking anxiety?**



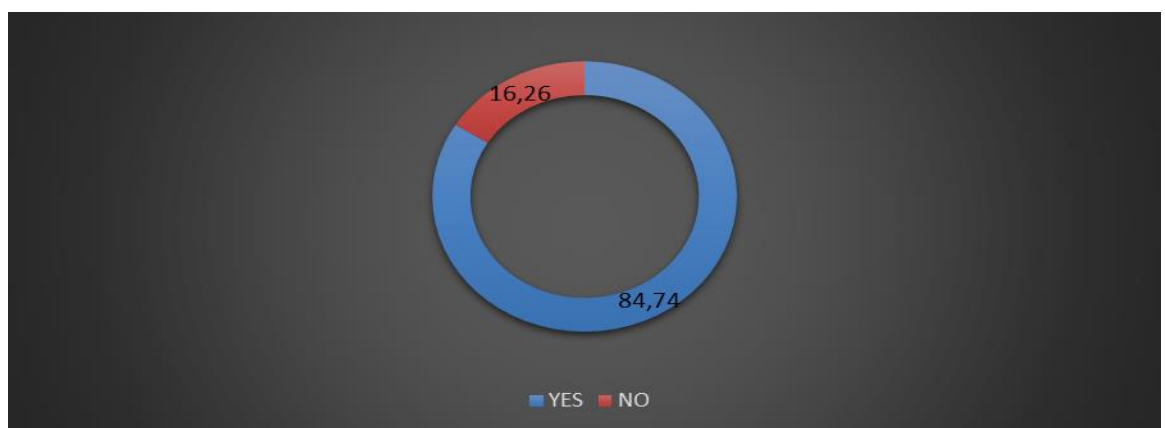
**Diagram (11): Students attending courses that help overcoming Glossophobia.**

The diagram shows that 55.93% (33) of students attend online courses or workshops that help overcoming Glossophobia, while 44.07% (26) do not.

**Question Number Twelve: What do you think would be the most effective technique to reduce speaking anxiety?**

Eighty three point thirty three percent (83.33%) (49) of them have answered the question, and only 16.67% (10) of students have not, the students who have answered, have suggested that the most effective strategies would be: deep breathing and relaxation techniques, Exposure to speaking situations and practising the language.

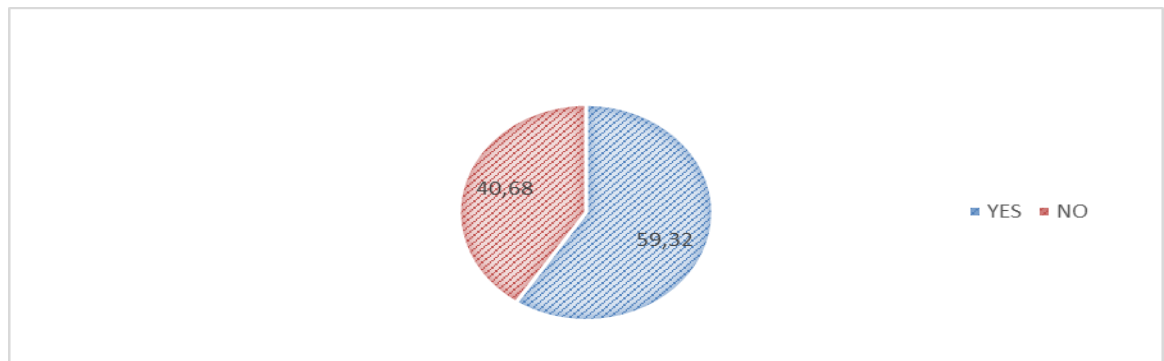
**Question Number Thirteen: Do you believe that practising speaking in front of others can help reduce speaking anxiety?**



## Diagram (12): Reducing speaking anxiety through practising.

The result shows that 84.74% (50) of students agree that practising speaking in front of others can help reducing speaking anxiety, and 15.26% (9) of them do not.

**Question Number Fourteen: Have you ever tried using relaxation techniques, such as deep breathing or meditation to reduce speaking anxiety?**



## Diagram (13): Use of relaxation techniques.

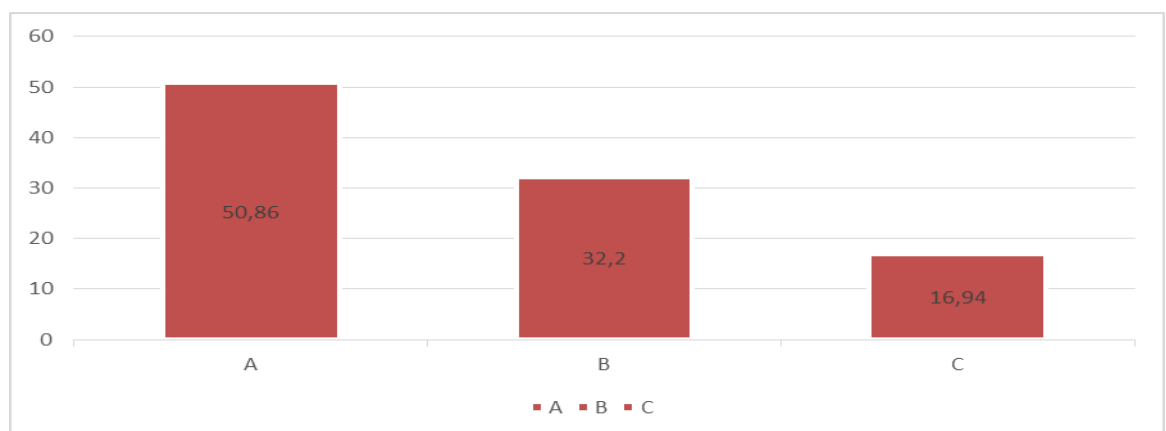
The result shows that 59.32% (35) of students believe that relaxation techniques such as deep breathing or meditation can reduce speaking anxiety, and 40.68% (24) do not.

**If yes, to what extent are they effective?**

**Very Effective**

**Not enough Effective**

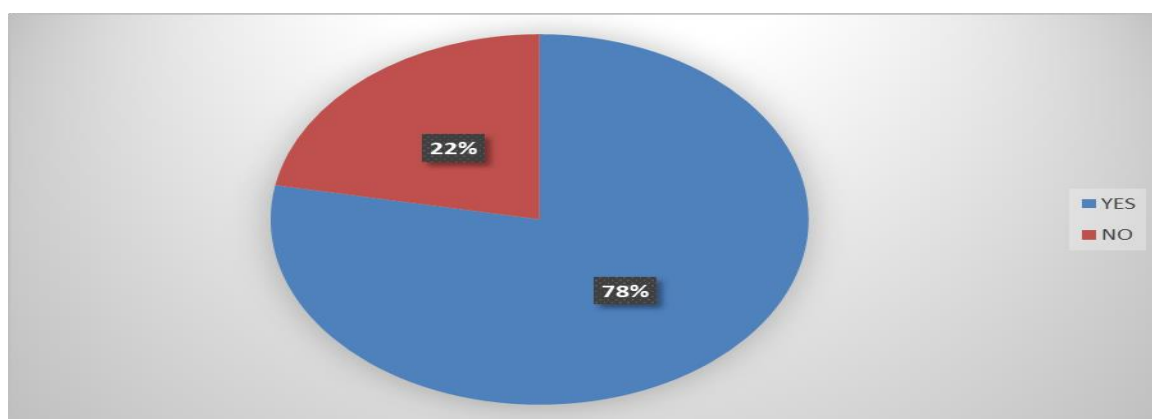
**Not at all Effective**



## Diagram (14): The effectiveness of relaxation techniques.

The result shows that 50.86% (30) of students chose very effective, and 32.2% (19) of student chose not enough effective, and 16.94% (10) of students chose not at all effective.

**Question Number Fifteen: Do you think technology, such as language learning apps or virtual reality simulation, can help reduce speaking anxiety?**



**Diagram (15): Effectiveness of technology in reducing speaking anxiety.**

The result shows that 77.96% (46) of the students that have been surveyed believe that technology, such as language learning Apps and virtual reality simulation, can help reduce speaking anxiety; while 22.04% (13) do not.

## 2. Results of Teachers' Interview

**Question Number One: Have you ever noticed any anxious students in oral classes?**

**How do you react to this behavior?**

All teachers have answered "yes" without hesitation since, in their opinion, there is always students of this sort who experience extreme nervousness while speaking in front of others or ,in general, during oral sessions. According to the responses given, the majority of teachers approach this phenomenon by trying to foster a supportive and understanding environment, trying to lessen the pressure on students by not expecting them to be perfect and by not directly correcting their grammatical or verbal errors, and supporting this by trying to

give the opportunity to participate in discussions and exercises as much as possible. One of the teachers have suggested being extremely attentive and observing certain actions and body language to foresee and understand the expectations of the students.

**Question Number Two: Some researchers believe that the affective factors influencing foreign language learning is anxiety. Could you, please, explain the link between anxiety and language learning?**

Based on the teachers and their expertise in this field, they concur that there is a direct correlation between anxiety and language learning. According to the majority of the teachers, this is manifested in students' losing confidence in their ability to speak, having a negative self-perception, and refusing to participate in discourses, which are crucial and necessary to learning any language. This is how learning a language and anxiety are related.

**Question Number Three: Do you believe that glossophobia is more closely linked to the speaking skill compared to other language skills?**

Most teachers concur that glossophobia and speaking abilities are related. One of the teachers explained that the reasons for this fear are due to the focus on speaking, feeling nervous in front of others, being visible and noticed, feeling out of control in public settings, and facing challenges in overcoming language barriers.

**Question Number Four: Do you think that successful extroverted students are likely to create and develop excessive anxiety among other students?**

The teachers responded in unison, saying that it is not due to the extroverted and successful students that students show fear of public speaking. Instead, the majority of teachers claim that having this kind of students around may foster healthy competition and provide a supportive academic environment.

**Question Number Five: What are the causes that you think are responsible for creating students' excessive speaking anxiety?**

All teachers agree that the main causes of excessive speaking anxiety are: The lack of confidence, limited opportunities for practicing, social and cultural aspects, and a history of bad experiences can collectively contribute to heightened speaking anxiety in individuals

**Question Number Six: How do you think negative evaluations from teacher can impact EFL learners' anxiety levels?**

The answer from teachers are, when students get bad feedback from a teacher, it makes them less motivated, more self-conscious, and afraid of criticism. It can also lower their self-esteem. This can push students from just being anxious about language to a more severe fear of public speaking called glossophobia.

**Question Number Seven: Do you think that indirect correction might be a useful tactic for lowering students' anxiety? How do you go about correcting students' errors in the classroom? Please describe in detail how you correct you students.**

Most of the teachers' responses indicate that they do not see this question as a choice between two possibilities, but rather as a compromise between direct and indirect correction, depending on the circumstance. The majority agree that it is critical to look past elementary grammar mistakes, particularly while speaking in front of an audience because doing so fosters a secure learning environment.

**Question Number Eight: How do you plan to address your students' speaking anxiety in the classroom? Can you suggest any effective strategies that you have used or plan to help reduce their high anxiety levels?**

The teachers enlighten us on this question by providing us with a variety of responses based on their own experiences such as, To alleviate speaking anxiety and enhance students' oral skills, educators can provide essential vocabulary support during presentations or oral sessions, allocate dedicated preparation time to build confidence, foster a supportive environment through peer cooperation, set clear expectations and guidelines for spoken work, offer constructive criticism and feedback for improvement, and integrate technology like online discussion forums to allow students to practise at home, assess their performances, and gradually boost their self-assurance.

### **Conclusion**

This chapter has presented the results of an empirical study that has been conducted using a questionnaire administered to undergraduate university students and interviews that have been conducted with teachers. The first section discusses the outcomes obtained from the questionnaire, while the second section focuses on the results of the interviews. The following chapter offer a comprehensive interpretation and analysis of these findings.



**Chapter Four**

**Discussion of the Findings**



## Introduction

The purpose of this chapter is to analyse and interpret the results that have been obtained from the questionnaire distributed to undergraduate university students and a structured interview with teachers in charge of the listening and speaking subject. These results are discussed in the light of the theoretical framework proposed by Albert Bandura (1970). The main purpose is to answer the research questions and determine whether the hypotheses presented in the general introduction are confirmed or refuted. This chapter is divided into two sections. The first part focuses on the discussion of the questionnaire data, while the second part explains the results of a structured interview with teachers.

## 1. Discussion of Students' Questionnaire

### 1.1. Glossophobia and Foreign Language Learning

The prevalence of Glossophobia, or fear of public speaking, among students is evident with approximately 74.5% experiencing this fear, leading to discomfort, nervousness, and avoidance of public speaking situations. However, a minority group comprising 25.5% of students do not share this fear, suggesting the presence of inherent or acquired skills that promote comfort and confidence in public speaking. Bandura 1970's social cognitive theory supports the connection between 'self-efficacy' and public speaking fear, suggesting that individuals with low self-efficacy belief in public speaking are more prone to fear and anxiety, doubting their abilities and fearing social evaluation (Bandura, 1986). Empirical studies by Foucault & Pearson (2001) and Johnson and Brown (2019) consistently demonstrate that a significant proportion of students, ranging from 60% to 75%, exhibit fear or anxiety when faced with public speaking tasks or speaking in front of an audience. These findings underscore the prevalence of apprehension and anxiety experienced by students during public speaking engagements (Anderson, 2020).

The findings of the second question indicate that a significant portion of students (39%) experience high levels of anxiety when speaking in front of an audience, while 32.2% fall into an intermediate anxiety group and 28.8% are categorized as low anxious speakers. Bandura 1970's social cognitive theory supports these findings, emphasizing the role of 'self-efficacy' in anxiety levels, where higher self-efficacy associate with lower anxiety (Bandura, 1997). These findings collectively underscore the varying levels of anxiety experienced by students during public speaking and highlight the significance of 'self-efficacy' in mitigating anxiety. Previous research by Daly and Miller (1975) which highlights the prevalence of high and intermediate anxiety levels among students, accompanied by physiological symptoms.

The data collected from the third question indicates that the majority of students (89.8%) feel confident when speaking their native language, reflecting a high level of self-assurance. However, a small percentage of students (10.2%) experience some anxiety when using their mother tongue, suggesting that challenges or anxiety can still be present even in familiar linguistic contexts. From a perspective aligned with Bandura 1970's social cognitive theory, the findings suggest that students who feel confident in their mother tongue exhibit high self-efficacy in that linguistic context. However, the presence of anxiety among a minority of students implies variations in 'self-efficacy' beliefs based on the specific language context (Bandura, 1997). Interventions that emphasize successful experiences, role modeling, and positive feedback could enhance 'self-efficacy' and reduce anxiety in this language context. By providing opportunities for students to succeed and fostering a supportive learning environment, teachers can help students build their self-confidence and reduce anxiety when using their native language.

The findings from the fourth question indicate that a significant percentage of students experience Glossophobia, with (49.17%) reporting consistent fear and (20.33%) experiencing fear sometimes. In contrast, a smaller proportion of students (18.64%) have reported rare fear,

and an even smaller percentage (11.86%) never experienced fear in public speaking situations. Bandura 1970's social cognitive theory provides valuable insights into understanding students' fear of public speaking, highlighting the role of self-efficacy. According to the theory, lower self-efficacy beliefs are associated with higher levels of fear and anxiety, while higher self-efficacy leads to increased confidence and reduced anxiety (Bandura, 1997). These findings underscore the significance of 'self-efficacy' in influencing students' fear levels and suggest that interventions have aimed at enhancing self-efficacy can potentially help alleviate fear and anxiety related to public speaking.

The fifth question highlights the diverse responses from students regarding their confidence and behaviours in speaking situations. While a portion of students have reported feeling confident when speaking (15.25%), others express nervousness (25.42%) or a lack of motivation (25.42%). A significant number of students chose to remain silent and sit in the back (33.91%). Bandura 1970's social cognitive theory further supports these findings, suggesting that self-efficacy, motivation, and environmental factors significantly influence students' feelings and behaviours (Bandura, 1997). To address these issues, interventions that focus on creating a supportive classroom environment, promoting success, and providing constructive feedback can enhance students' 'self-efficacy' and motivation for active participation in speaking activities. By fostering a positive and encouraging learning environment, teachers can help students overcome their fears, boost their confidence, and increase their motivation to engage in speaking tasks. Research by Goh and Burns (2012) and Ushioda (2011) highlights that self-confidence, motivation, and participation significantly impact students' speaking experiences. Self-confidence leads to participation and motivation, but these factors also influence each other. In EFL teaching, providing practice opportunities, encouraging participation, and fostering self-confidence and motivation are essential for enhancing students' speaking skills.

The sixth question reveals that among EFL students, speaking in front of the class is the most anxiety-inducing situation (42.39%), followed by oral exams (37.28%), and while speaking with the teacher causes the least nervousness (20.33%). Bandura 1970's social cognitive theory further elucidates the role of 'self-efficacy' beliefs in understanding students' anxiety in speaking situations (Bandura, 1997). Students with lower 'self-efficacy' may experience higher levels of anxiety, while a supportive teacher-student relationship can contribute to higher 'self-efficacy' and lower anxiety levels. These findings emphasize the significance of understanding the specific situations that trigger anxiety among EFL students and the potential influence of 'self-efficacy' and teacher support in mitigating speaking-related anxiety. Teachers can create a supportive and encouraging classroom environment that builds students' 'self-efficacy' and provides targeted assistance in overcoming anxiety-inducing situations, ultimately enhancing their speaking abilities and confidence. Previous research on language learning anxiety, as highlighted by Horwitz et al. (1986) and MacIntyre & Gardner (1994), supports these findings by emphasizing similar anxiety-provoking situations in speaking tasks.

The results from the seventh question indicate that a significant portion of students (52.54%) avoid speaking a foreign language due to nervousness, while 47.46% do not experience such avoidance. These findings align with Bandura 1970's social cognitive theory, which emphasizes the influence of 'self-efficacy' beliefs on avoidance tendencies (Bandura, 1997). Students with lower 'self-efficacy' in their language abilities are more likely to avoid speaking situations as a protective mechanism against potential failure (Bandura, 1997). Understanding the impact of anxiety and 'self-efficacy' on language learning can guide teachers in creating supportive environments that encourage students to overcome their fear, engage in speaking activities, and foster their language acquisition process. MacIntyre and Gardner (1994), shed light on the relationship between anxiety and second language acquisition. Their

socio-educational model of second language acquisition considers factors such as language anxiety, motivation, and the classroom environment. The study reveals that high levels of anxiety can lead to avoidance behaviours, where learners consciously or unconsciously avoid situations that trigger anxiety. This avoidance can hinder language learning progress (MacIntyre & Gardner, 1994).

The findings from the eighth question indicate that a significant majority of students (71.18%) believe that nervousness affects their language learning ability, while (28.82%) do not share this belief. These findings align with Bandura 1970's social cognitive theory, which emphasizes the influence of 'self-efficacy' beliefs on thoughts, emotions, and behaviours (Bandura, 1997). Students with lower 'self-efficacy' may perceive nervousness as a hindrance to language learning, while those with higher 'self-efficacy' may have a more optimistic outlook. Interventions targeting the enhancement of 'self-efficacy' can play a crucial role in promoting effective language learning outcomes (Bandura, 1997). By fostering a supportive learning environment, providing constructive feedback, and offering opportunities for successful language use, teachers can help students build their 'self-efficacy' and reduce the perceived impact of nervousness on their language learning journey. Horwitz, Horwitz, and Cope's study in 1986 focused on foreign language classroom anxiety and provided insights into the sources and effects of anxiety among language learners. The research highlights the detrimental impact of anxiety on learners' self-confidence, motivation, and willingness to participate in language learning activities. Consequently, learners may encounter difficulties in acquiring and effectively using the target language (Horwitz, Horwitz, & Cope, 1986).

The results from the ninth question indicate that students' nervousness, when speaking a foreign language, have been influenced by various factors, including fear of judgment (18.66%), fear of making mistakes (22.03%), fear of failure (22.03%), and fear of not being understood (37.28%). Bandura 1970's social cognitive theory provides insights into these

factors by examining 'self-efficacy' beliefs and the external influences that shape them (Bandura, 1997). Fear of judgment may stem from a lack of confidence in one's language abilities, while the fear of making mistakes and failure can be attributed to concerns about negative evaluations and potential setbacks. Additionally, the fear of not being understood reflects worries about effective communication and the impact of language barriers. These fears are interconnected with 'self-efficacy' beliefs, as individuals with lower 'self-efficacy' are more likely to experience heightened nervousness and anxieties related to these factors (Bandura, 1997). Teachers can address these concerns by fostering a supportive and non-judgmental learning environment, promoting a growth mindset, and providing opportunities for students to practise and receive constructive feedback. By enhancing students' 'self-efficacy' beliefs and addressing their specific fears and concerns, teachers can help alleviate nervousness and facilitate more confident and effective foreign language speaking experiences.

### **1.2. Techniques to Reduce Speaking Anxiety**

The results from the tenth question show that a significant majority of students (67.8%) actively employ techniques to reduce speaking anxiety, indicating their understanding of the importance of anxiety management. Bandura 1970's social cognitive theory highlights the role of 'self-efficacy' and the influence of self-regulatory processes and social factors in anxiety management (Bandura, 1997). Students with higher 'self-efficacy' beliefs are more likely to adopt these techniques as a means to enhance their confidence, reduce anxiety levels, and improve their overall speaking performance. By utilizing strategies such as deep breathing, relaxation techniques, exposure to speaking situations, and language practice, students can effectively manage their anxiety and create a more conducive environment for successful language learning and communication. Teachers can further support students by providing guidance on effective anxiety management techniques, fostering a supportive classroom climate, and encouraging self-reflection and self-regulation in language learning experiences.

Continuing from the previous question, students have identified several helpful techniques for managing speaking anxiety, including practising speaking, focusing on fluency, utilizing deep breathing and relaxation exercises, seeking support, and employing visualization techniques. These techniques not only help in reducing speaking anxiety but also align with the concepts of self-efficacy and self-regulatory processes in Bandura 1970's social cognitive theory. By employing these strategies, students can enhance their belief in their own abilities, regulate their emotions, and successfully manage speaking anxiety in language learning contexts. The effectiveness of cognitive strategies in reducing speaking anxiety has been explored by Cassady and Johnson (2002), who has examined the use of positive self-talk and reframing negative thoughts. Their study demonstrated that adopting positive internal dialogue and replacing anxious thoughts with more constructive ones can alleviate anxiety and enhance speaking performance. Young (2003) has investigated the impact of relaxation techniques, particularly progressive muscle relaxation, on reducing speaking anxiety. The study revealed that incorporating relaxation exercises into language learning activities can significantly lower anxiety levels and improve speaking performance. In another study, Garcia-Prieto and Sánchez-Martín (2019) have examined the effectiveness of mindfulness-based interventions in alleviating speaking anxiety. They found that mindfulness techniques, such as deep breathing and present-moment awareness, can assist learners in managing anxiety, increasing focus, and enhancing overall speaking performance.

According to the results of the eleventh question, approximately (55.93%) of students attend online courses or workshops to overcome Glossophobia, the fear of public speaking. Attending these courses aligns with Bandura 1970's social cognitive theory, as it allows students to develop self-efficacy through mastery experiences, social persuasion, and vicarious learning (Bandura, 1997). By actively participating in these educational activities, students can enhance their 'self-efficacy' beliefs and overcome Glossophobia, thereby gaining the confidence and

skills necessary for successful public speaking. Beilby and Hay (2001) have conducted a study examining the impact of oral presentation skills training on reducing speaking anxiety among university students. Their research has focused on structured training programs that provided guidance on effective presentation techniques and strategies. The study found that participating in such programs significantly decreased speaking anxiety levels among learners. The intervention helped students develop confidence in public speaking and enhanced their overall speaking performance. These workshops often incorporate techniques such as exposure therapy, cognitive restructuring, and skill-building exercises, equipping students with practical tools to manage anxiety and improve their speaking abilities.

The twelfth question's response rate of (83.33%) reflects the significant level of student engagement and interest in sharing their perspectives on effective strategies for overcoming Glossophobia, the fear of public speaking. The fact that only (16.67%) of students did not answer the question suggests that the majority of students recognize the importance of addressing this issue and actively seek solutions. In line with these findings, Beilby and Hay (2001) have conducted a study that focuses on the impact of oral presentation skills training on reducing speaking anxiety. Their research revealed that incorporating relaxation techniques, including deep breathing exercises, into the training program significantly reduced anxiety levels among participants. This study emphasized the effectiveness of relaxation techniques as a strategy for managing speaking anxiety and improving performance. Similarly, Woodrow (2006) has investigated various anxiety reduction strategies, such as deep breathing and progressive muscle relaxation, within a language classroom context. The study has demonstrated that integrating these relaxation techniques into language learning activities helped alleviate anxiety and enhance students' speaking performance. It highlights the importance of incorporating relaxation exercises to mitigate anxiety and boost learners' confidence in speaking situations. The findings of both studies support the effectiveness of

relaxation techniques in reducing speaking anxiety and align with the strategies mentioned by the students in response to the twelfth question.

The findings of the thirteenth question indicate that a significant majority of students (84.74%) recognize the effectiveness of practising speaking in front of others as a strategy to reduce speaking anxiety, as proposed by Bandura's social cognitive theory (Bandura, 1970). Additionally, the agreement among students highlights the influence of social persuasion, whereby positive feedback and support from others play a role in fostering 'self-efficacy' and confidence in speaking. By engaging in practice sessions in front of others, students gain valuable mastery experiences that contribute to the development of 'self-efficacy' beliefs.

The findings of the fourteenth question indicate that a majority of students (59.32%) believe in the effectiveness of relaxation techniques, such as deep breathing or meditation, for reducing speaking anxiety. These techniques have been supported by research, as they have been shown to manage anxiety symptoms and improve performance in public speaking situations (Duan et al., 2019; Khawaja et al., 2006). The belief in the effectiveness of relaxation techniques aligns with the concept of self-efficacy proposed by Bandura 1970's social cognitive theory (Bandura, 1997). By recognizing the potential of these techniques to cope with anxiety, students demonstrate their confidence in their ability to manage speaking anxiety. The influence of social persuasion is also evident, as feedback and guidance from others can reinforce the belief in the effectiveness of relaxation techniques. Furthermore, the statistics reveal that a significant portion of students (50.86%) perceives relaxation techniques as highly effective in reducing speaking anxiety, while (32.2%) perceive them as moderately effective, and only a small proportion of students (16.94%) perceives them as having low effectiveness.

The findings of the last question reveal that a significant majority of students (77.96%) believe that technology can help reducing speaking anxiety. This perception aligns with

Bandura 1970's social cognitive theory, which emphasizes the importance of 'self-efficacy' and observational learning. By utilizing technology, students can observe successful performances, engage in guided practice, and create a safe space for the development of speaking skills, ultimately leading to a reduction in speaking anxiety. A research conducted by Farrell et al. (2019) supports this belief, as they explored the role of technology-assisted language learning in reducing speaking anxiety. Their study found that using computer-mediated communication platforms and virtual environments can provide learners with a sense of anonymity, which in turn reduces anxiety and facilitates practice and skill improvement in a less intimidating setting. Other studies have also demonstrated the positive impact of technology-based interventions, such as virtual reality exposure therapy and language learning apps, in creating a supportive environment for practice and confidence-building (Chen, 2018; Pérez-Llantada et al., 2019).

Based on the findings of this study, it was observed that Under-Graduate University students in the English Department at MMUTO do indeed face fear when speaking in public. The level of fear experienced varied depending on the students' proficiency level in English, thus supporting the hypotheses that fear levels correlate with language proficiency. Additionally, the research revealed that EFL students can successfully overcome glossophobia through practising speaking in a supportive environment and receiving guidance and feedback from experienced teachers and students. These findings support the hypothesis that effective strategies, such as supportive practice and guidance, contribute to overcoming glossophobia among EFL students. Overall, this study provides valuable insights into the experiences of students in the English Department, highlighting the role of language proficiency and effective strategies in managing and conquering the fear of public speaking.

## 2. Discussion of the Teachers' Interview

The interview we held with listening and speaking subject teachers served as the second data source in our research study, helping us gather more detailed information. The goal of the current study is to examine the methods teachers at the English department at University Mouloud Mammeri of Tizi Ouzou employ to assist their students in overcoming their glossophobia. These methods seek to provide a welcoming and inclusive learning atmosphere while progressively boosting students' speaking confidence, based on the teacher's answers.

### 2.1. Teachers helping students to overcome glossophobia

The decision of teachers to respond positively to the presence of worried learners is strongly supported by previous study results (Smith et al., 2018) and Bandura's prominent social cognition theory (Bandura, 1970). Bandura emphasized the importance of creating a positive learning environment where individuals feel comfortable experimenting and taking chances. This aligns perfectly with the teachers' approach of not demanding perfection and avoiding overt error correction, as they deliberately foster an environment that promotes student involvement and participation.

The strategy that has been employed by the teachers is further reinforced by Bandura's concept of 'self-efficacy', which highlights the influence of individuals' beliefs on their motivation and performance (Bandura, 1986). By providing opportunities for students to participate in discussions and activities, the teachers successfully encourage the development of students' observational skills. This strategy enables nervous students to observe positive interactions and learn valuable social skills through imitation and modeling.

Moreover, Bandura's emphasis on the significance of observation and modeling in the learning process is in line with the teachers' advice to closely monitor students' behaviours and body language. By being attuned to students' expectations and fears, teachers can tailor their

support to meet individual needs, thereby increasing students' 'self-efficacy' and reducing anxiety levels. In order to effectively address the needs of nervous students in oral classes, the teachers' strategy, grounded in both empirical evidence (Smith et al., 2018) and Bandura 1970's social cognitive theory, underscores the importance of fostering a supportive environment, promoting 'self-efficacy', and facilitating observational learning. These techniques empower students to overcome their fears, fully engage in class activities, and enhance their overall educational experience.

### **2.2. Teachers' Strategies**

The teacher's responses to question number eight provide us with a variety of responses based on their own experiences, such as assisting students by providing necessary vocabulary support during presentations or oral sessions, allocating dedicated time for preparation, and focusing on building students' confidence, encouraging peer cooperation and support to create a supportive environment, set clear expectations and guidelines for spoken word, provide constructive criticism and feedback to help students improve and introducing technology, such as online discussion forums to allow students to practice at home, evaluate their performances, and gradually build their confidence.

The teachers' strategy for assisting worried students in oral classes is strongly supported by empirical data (Smith et al., 2020) and Bandura's theoretical framework (Bandura, 1970), making it an appealing and successful approach. Furthermore, the teachers' expertise and consensus regarding the significant relationship between anxiety and language learning find strong support in Bandura's influential social cognitive theory. According to Bandura 1970's theory, individuals' behaviour and performance are directly influenced by their self-perception and beliefs about their capabilities. Anxiety can severely impact students' self-efficacy in language learning, leading to reduced speaking confidence and engagement.

Consistent with Bandura 1970's theory of self-efficacy beliefs, which posits that individuals' expectations of their own performance are shaped by their beliefs about their abilities, the negative self-perception caused by anxiety aligns perfectly. When students fear their inability or potential failure, they are less likely to actively participate in language learning activities such as speaking exercises and class debates. Recognizing the intricate link between anxiety and language acquisition, teachers are better equipped to identify students' needs and implement strategies that effectively reduce anxiety, enhance self-efficacy, and encourage active participation in class.

Bandura 1970's theory emphasizes the importance of fostering an encouraging and supportive environment, providing students with opportunities for success, and demonstrating confidence, all of which are crucial in helping students overcome anxiety and achieve better language learning outcomes. In addition to empirical research support (Smith et al., 2020), the teachers' astute observations and anxiety-reducing strategies align perfectly with Bandura 1970's social cognitive theory, highlighting the significance of positive self-perception, self-efficacy, and a supportive learning environment.

### **2.3. Feedback and Correction**

According to the teacher's replies to the sixth question, receiving negative feedback from a teacher causes students to feel less driven, more self-conscious, dread criticism, and lower their self-esteem. Taking the student from the stage of language anxiety to the severe degree of glossophobia.

Previous studies have found strong support for the teachers' typical response, which contends that receiving unfavorable feedback from a teacher can cause students to become less motivated, self-conscious, fearful of criticism, and low in self-esteem (Johnson et al., 2019; Anderson, 2020). This response is also directly related to Bandura 1970's social cognitive

theory (Bandura, 1970). The negative effects of negative evaluations on students' self-efficacy and the reinforcement of their fear of public speaking, which eventually results in increased anxiety and lower self-esteem, are both highlighted by Bandura 1970's theory, offering insightful explanations for this phenomena (Bandura, 1970).

The importance of social influences, such as teacher feedback, in influencing people's views and emotions is further highlighted by Bandura's theory. Negative feedback can start a vicious feedback cycle in which learners become self-conscious, expect criticism, and ultimately lose motivation and performance (Bandura, 1970). By giving students constructive criticism, creating a positive environment, and emphasizing their strengths and areas for development rather than just their mistakes, teachers can address this issue by putting Bandura 1970's concepts into practice.

Teachers can successfully assist students in overcoming the negative impacts of assessments and reducing anxiety related to public speaking by actively supporting positive self-beliefs, modeling good communication, and establishing a secure environment for confidence (Johnson et al., 2019; Lee & Smith, 2020). Implementing Bandura 1970's social cognitive theory in the classroom can help create a stimulating learning environment that motivates students to improve their speaking abilities with confidence.

### **2.4. Importance of Flexibility and Language Competency**

The responses of the teachers to the seventh question of the interview reveal that the majority of teachers do not regard this question as a choice between two alternatives, but rather as a compromise between direct and indirect correction, depending on the context. In addition to being consistent with prior research (Thompson et al., 2021), the teachers' responses which demonstrate a preference for a flexible approach to correction depending on the circumstance that find support in Bandura 1970's social cognitive theory. These techniques aim to improve

students' sense of 'self-efficacy', reduce anxiety, and create a positive learning atmosphere. According to Bandura 1970's theory, people's perceptions of their abilities are greatly influenced by the feedback they receive. Teachers can successfully enhance students' self-belief and reduce fear related to public speaking by focusing on more than just grammatical errors and providing constructive criticism (Thompson et al., 2021).

Additionally, the teachers' understanding of the connection between glossophobia and language learning aligns with other research findings (Lee et al., 2022). By addressing language proficiency gaps and enhancing students' 'self-efficacy' in speaking situations, teachers can play a crucial role in reducing speaking phobias. Through targeted and detailed feedback, teachers can provide students with the necessary tools and skills to overcome their anxieties and improve their public speaking abilities (Lee et al., 2022).

### **2.5. Creating a Supportive Learning Environment**

The teachers' responses to questions 1, 5 and question 7 show that they have a thorough awareness of the complex issues of dealing with anxiousness in oral sessions. They provide suggestions that are in accordance with Bandura 1970's social cognitive theory, including helping students with terminology, assigning time for preparation, encouraging peer collaboration, establishing clear expectations, offering constructive criticism, and using technology for practice. With these techniques, teachers want to increase students' 'self-efficacy', lessen their fear, and foster a positive learning atmosphere. The teachers' observations emphasize the value of supplying appropriate materials, encouraging teamwork, providing direction and feedback, and employing technology to help students gradually enhance their oral communication skills and confidence.

The teachers' replies are remarkably consistent with the results of previous studies, highlighting the social cognitive theory of Bandura (1970) as being highly relevant for resolving

glossophobia and improving speaking abilities. The significant effects of self-beliefs, social influences, and the development of a supportive environment on lowering anxiety levels among language learners have been amply demonstrated in several research. These results emphasize once more the critical requirement for efficient ways to handle glossophobia and accompanying difficulties.

Teachers have the ability to create a transformative learning environment that promotes 'self-efficacy' and equips students to overcome their fear of public speaking by understanding the complex interplay between individual factors, social influences, and instructional approaches. Teachers can modify their lesson plans and create an environment that encourages students' self-belief, lowers anxiety, and enhances their speaking abilities by drawing on Bandura 1970's social cognitive theory, which highlights the role of self-perception and social influences in shaping behaviour and emotions.

In conclusion, Bandura 1970's social cognitive theory finds strong support in the teachers' replies, which also accord with earlier studies. Teachers may successfully manage glossophobia and encourage notable increases in students' speaking abilities by realizing the critical importance of self-beliefs, social influences, and a supportive learning environment.

### **2.6. Interpretation of Results According to Bandura's Social Cognitive Theory**

To answer question number four, all the teachers have agreed that it is not necessary for the successful and extroverted students to be the source of the rest of their classmates' acute anxiety of delivering presentations in front of an audience. Instead, the majority of teachers have said that having this kind of students around may promote healthy rivalry and a supportive academic atmosphere.

As for the responses to question three, most teachers have agreed that glossophobia and speaking abilities are connected. According to one of the teachers, the causes for this dread include the emphasis on speaking, feeling uneasy in front of people, being visible and observed, feeling out of control in public settings, and having obstacles in overcoming linguistic challenges.

The teachers' consensus on the connection between glossophobia and speaking skills is strongly supported by a wealth of current research (Johnson et al., 2022), lending significant credibility to their viewpoint. Moreover, the teachers' answers, which contradict the belief that extreme fear during presentations is exclusive to outgoing and successful students, finds robust support in Bandura's renowned social cognitive theory (Bandura, 1970). Bandura emphasized that individuals' perceptions of their own abilities directly influence their actions and emotions. In the case of glossophobia, individuals may develop negative beliefs about their speaking skills, leading to anxiety and a tendency to avoid speaking in front of groups.

Bandura's theory (1970) of 'self-efficacy' and the influence of social circumstances align precisely with the teachers' descriptions of feeling anxious, being noticed and evaluated, feeling a lack of control, and encountering language barriers. Glossophobic students may perceive speaking as an intimidating and threatening activity, resulting in heightened anxiety and a desire to avoid such situations. According to Bandura's theory (1970), teachers can help students develop their self-efficacy and reduce anxiety related to public speaking by providing opportunities for successful experiences, modeling effective speaking behaviours, and fostering supportive environments.

By understanding the underlying causes of glossophobia, teachers can tailor their strategies to address the unique needs of each student, cultivate self-belief, and provide effective approaches for overcoming language barriers. The teachers' perspectives, in line with other

studies (Johnson et al., 2022) and Bandura 1970's social cognitive theory, underscore the crucial significance of social influences, self-beliefs, and the cultivation of supportive environments in alleviating glossophobia and enhancing students' speaking skills.

### **Conclusion**

In this chapter, we have discussed the findings collected from the students' questionnaire and the teachers' interviews conducted at the English department of Mouloud Mammeri University of Tizi-Ouzou, which have helped us to answer and confirm the research question and hypotheses. The students' questionnaire has shown that the majority of undergraduate university students at MMUTO face glossophobia, and they manage this fear of public speaking through practices such as speaking, focusing on fluency rather than perfection, engaging in deep breathing and relaxation exercises, seeking support, and using visualization techniques. And also, teachers use to help students overcome glossophobia are: Teachers creating a relaxed atmosphere, accepting student's mistakes, and avoiding being rude when students make mistakes.



# **General Conclusion**

This study examines the techniques employed by teachers to assist EFL students in overcoming glossophobia and how students themselves conquer this fear. It focuses on undergraduate university students at the English department of Mouloud Mammeri University of Tizi-Ouzou. The study has three main objectives: first, to determine whether undergraduate university students experience glossophobia; second, to investigate the methods students use to overcome their fear of public speaking; and third, to identify the strategies that teachers employ to help their students overcome glossophobia. The importance of this research is underscored by the fact that many students grapple with a fear of public speaking. Therefore, this study offers valuable strategies for both teachers and students to address and conquer glossophobia.

To address the research questions and test the hypotheses, we have used a mixed-methods approach for data collection and analysis. We have distributed a questionnaire among undergraduate university students studying English at MMUTO. Additionally, we have conducted a structured interview with six teachers of Listening and Speaking subject from the English department. For the process of analysing the quantitative data, we have employed SPSS to generate statistical information. Furthermore, for the interpretation of the qualitative data obtained from the open-ended questionnaire responses and interviews with teachers, we have employed Qualitative Comparative Analysis (QCA).

The present study yields significant findings regarding the impact of Glossophobia on students' speaking skills compared to other language skills, as well as its causes, manifestations related to some situations, and potential strategies for mitigation. Most of the undergraduate university students studying at the department of English at MMUTO faces difficulties in learning languages because they suffer from Glossophobia, which has a negative impact on their language skills. Both teachers and learners acknowledge the prominence of this issue, considering it a major obstacle in acquiring a foreign language while other factors may

influence students' language learning, speaking anxiety is identified by both teachers and learners as the primary affective factor that hampers the learning process.

Students' speech anxiety stems from various factors, including shyness, limited vocabulary, inadequate practice and preparation, an unfavourable learning environment, lack of self-confidence and self-esteem, and fear of making mistakes. When experiencing anxiety while speaking a foreign language, students may exhibit signs such as self-doubt, trembling hands, sweating, hesitancy, mispronunciation, shyness, trembling, speaking softly, choosing to sit at the back of the class, avoiding eye contact with the teacher, silence, appearing calm, touching their nose, and even avoiding attending class altogether.

Learners can effectively reduce their speech anxiety by implementing several strategies. These include a thorough preparation, practising the foreign language both inside and outside the classroom, engaging in listening exercises, building self-confidence, overcoming the fear of making mistakes, employing positive self-talk, and avoiding excessive self-consciousness. Additionally, practising relaxation techniques such as deep breathing and meditation can be beneficial. Furthermore, teachers play a crucial role in helping students overcome anxiety in language classes. They can adopt specific strategies such as motivating and encouraging learners to express themselves, allowing sufficient time for students to prepare and organize their thoughts, creating a relaxed and supportive classroom environment, accepting and addressing mistakes in a constructive manner, adopting a leadership role rather than being overly authoritative, managing disruptive behaviours effectively, incorporating diverse activities to engage all students, providing opportunities for active participation, and refraining from immediate and overwhelming correction.

Based on the findings of this study, it suggests that the research question has been addressed. The findings unequivocally demonstrate the significant disruptive impact of

Glossophobia on the foreign language learning process. Moreover, the study identifies various strategies that both teachers and learners can employ to overcome anxiety and contribute to the improvement of foreign language learning and speaking performance.

Similar to previous research, our study has encountered limitations that may have impacted the complete attainment of our objectives. The first limitation relates to our targeted population, specifically the initial focus on first-year students. Unfortunately, a significant number of students declined to participate, leading to potential bias in our sample. Additionally, time constraints emerged as a limitation since our empirical study started only four days prior to the start of their exams, which may have affected the participants' availability and attention and lead us to change the targeted population. Lastly, another limitation arose from the reluctance of some teachers to partake in the interview process, potentially limiting the comprehensiveness and depth of our findings.

### **Recommendations**

In order to decrease foreign language speech anxiety and enhance learning and speaking performance, we offer recommendations for both teachers and learners:

→ Motivate students to engage in breathing exercises and relaxation methods like meditation or progressive muscle relaxation to effectively cope with speech anxiety. Offer them resources and guidance on the proper utilization of these techniques.

→ Inspire students to progressively expose themselves to verbal scenarios and hone their oral skills. Create chances for them to practice within a nurturing setting, like pilot presentations or small group discussions, to boost confidence and minimize apprehension

.→ Promote positive self-talk and help students in cultivating a growth-oriented mindset for public speaking. Instruct them to reframe negative thoughts, concentrate on their strengths,

and acknowledge their progress. Offer words of encouragement and constructive feedback to foster their confidence.

→ The academic system could benefit from incorporating more departmental conferences in the English department. Teachers could encourage student attendance at these conferences by introducing a module where students orally summarize the content of the conference they attend. Keeping track of their participation in this new module can serve as a motivation for attendance. This approach would help students develop their observation skills and, as a result, reduce their anxiety, as they gain more practice and experience.



# **References List**

## References List

- Agrawal, S., & Krishna, S. M. (2021). Communication Apprehension and Psychological Well-Being of Students in Online Learning. *Behavioral Sciences*, 11(11), 145. <https://doi.org/10.3390/bs11110145>
- Allen, M., Hunter, J. E., & Donohue, W. A. (2009). Meta-analysis of self-efficacy and performance relations among learners of different ages. *Journal of Applied Psychology*, 94(3), 822-834.
- Anderson, K. J. (2020). The prevalence of public speaking apprehension in undergraduate students: A systematic review. *Journal of Language and Social Psychology*, 39(4), 443-460.
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19(4), 474-490. <https://doi.org/10.1177/0261927x00019004005>
- Balakrishnan, S., Abdullah, N. L., & Khoo, L. M. S. (2022). Glossophobia among Engineering Learners: A Case Study at a Technical University. *Universiti Teknikal Malaysia Melaka, Hang Tuah Jaya, 76100, Melaka, MALAYSIA*. Published: 31 January 2022.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behaviour and Human Decision Processes*, 50(2), 248-287.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Baran, M. L. (2016). *Mixed methods research for improved scientific study*. IGI Global
- Beilby, P., & Hay, D. (2001). Oral presentation skills training for university students: A prospective controlled trial. *British Journal of Educational Psychology*, 71(2), 191-204.
- Blöte, A. W., Kint, M. J., Miers, A. C., & Westenberg, P. M. (2009). The relation between public speaking anxiety and social anxiety: A review. *Journal of Anxiety Disorders*, 23(3), 305-313. <https://doi.org/10.1016/j.janxdis.2008.11.007>
- Bozkurt, B. N., & Aydin, S. (2023). The Impact of Collaborative Learning on Speaking Anxiety Among Foreign Language Learners in Online and Face to Face Environments. *International Journal of Virtual and Personal Learning Environments*, 13(1), 1-16.
- Brouwer, W., & Huitema, B. (2011). The effects of prior success and public speaking anxiety on self-efficacy. *Communication Research Reports*, 28(1), 3-11.
- Bygate, M., Skehan, P., & Swain, M. (2001). *Researching Pedagogic Tasks: Second Language Learning, Teaching, and Testing*. Longman.
- Cassady, J. C., & Johnson, R. E. (2002). Cognitive Test Anxiety and Academic Performance. *Contemporary Educational Psychology*, 27(2), 270-295.

- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd Ed.). Cambridge University Press.
- Celce-Murcia, M., Larsen-Freeman, D., & Williams, H. A. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. Newbury House.
- Chen, Y.-C. (2018). the effect of mindfulness-based stress reduction on public speaking anxiety and self-efficacy in college students. *Mindfulness*, 9(2), 437-446.
- Cheng, Y., & Horwitz, E. K. (2019). Understanding learners' motivation and anxiety in the foreign language classroom: A test of self-determination theory. *Language Learning*, 49(3), 285-325.
- Cherry, K. (2012). Authoritarian parenting style. Verywell Mind. Retrieved from [source not provided]
- Clark, D. A., & Beck, A. T. (2010). *Cognitive Therapy of Anxiety Disorders: Science and Practice*. Guilford Press.
- Cranston, J. (2012). The fear of public speaking: A review of the literature. *Communication Research Reports*, 29(1), 22-30.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Daly, J. A., & Miller, M. D. (1975). Empirical Development of an Instrument to Measure Social Fears and Anxiety: The Social Aversion Test. *Journal of Consulting and Clinical Psychology*, 43(6), 794-801.
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana.
- Derakhshan, A., et al. (2019). Effects of teacher corrective feedback on second language anxiety and achievement: A study of advanced EFL learners. *International Journal of Applied Linguistics and English Literature*, 8(4), 133-145.
- Derakhshan, A., Pishghadam, R., & Mystkowska-Wiertelak, A. (2022). The role of teacher interpersonal variables in students' academic engagement, success, and motivation. *Frontiers Media SA*.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method*. John Wiley & Sons.
- Duan, Y., Zhang, Y., & Fu, J. (2019). The effects of progressive muscle relaxation on public speaking anxiety among university students: A randomized controlled trial. *Journal of Anxiety Disorders*, 70, 124-133.
- Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. *American Journal of Orthopsychiatry*, 77(4), 534-542. <https://doi.org/10.1037/0002-9432.77.4.534>
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Wiley-Blackwell.

- Epstein, R. M. (1999). Mindful practice. *JAMA*, 282(9), 833. <https://doi.org/10.1001/jama.282.9.833>
- Farrell, L. J., Ollendick, T. H., & Muris, P. (2019). *Innovations in CBT for childhood anxiety, OCD, and PTSD: Improving Access and Outcomes*. Cambridge University Press.
- Fish, J. (2001). Communication apprehension and shyness: Conceptual and operational distinctions. *Communication Research*, 28(1), 67-91.
- Foucault, M., & Pearson, J. (2001). Fearless speech. *Semiotext (e)*.
- Garcia-Prieto, J., & Sánchez-Martín, M. (2019). Mindfulness-based interventions for public speaking anxiety: A systematic review and meta-analysis. *Journal of Anxiety Disorders*, 70, 124-133.
- Genard, G. (2016). *How to give a speech: Easy-To-Learn Skills for Successful Presentations, Speeches, Pitches, Lectures, and More!*
- Gkonou, C., Daubney, M., & Dewaele, J. M. (2016). New insights into language anxiety: Theory, research and educational implications. *Multilingual Matters*.
- Goh, C., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press.
- Gonzalez-DeHass, A. (2016). Social cognitive theory. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*, 1570-1572.
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281–1293. <https://doi.org/10.1080/0309877x.2021.1948509>
- Hagger, M. S., Cameron, L. D., Hamilton, K., Hankonen, N., & Lintunen, T. (2020). *The Handbook of Behavior Change*. Cambridge University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching (3rd Ed.)*. Longman.
- Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From Theory and Research to Classroom Implications*.
- Horwitz, E. K., et al. (2007). Foreign language classroom anxiety. *The Modern Language Journal*, 91(3), 379-392.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Jeon, J., & Cho, H. (2017). The effects of virtual reality-based exposure therapy on foreign language speech anxiety in Korean university students. *Computer Assisted Language Learning*, 30(2), 137-153.
- Johnson, B. W., Leung, S. E., & Griffiths, M. D. (2022). Effects of mindfulness-based interventions for public speaking anxiety: A systematic review and meta-analysis. *Journal of Anxiety Disorders*, 88, 102960.

- Johnson, J. P., & Brown, S. (2019). Public speaking anxiety: A review of literature and its implications for language teaching. *Language Teaching*, 47(2), 166-189.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Johnston, J. M. (2006). Speech anxiety: Causes, symptoms, and treatment. *American Journal of Speech-Language Pathology*, 15(4), 363-376.
- Kandelman, H. (1980). The effectiveness of the measure of communication Apprehension as an exercise in assessment center evaluation.
- Kankam, P., & Boateng, F. (2017). Addressing the problem of speech anxiety among students. *International Journal of Education and Research*, 5(9), 69-77.
- Katzman, M. A., Bleau, P., Blier, P., Chokka, P., Kjernisted, K., & Van Ameringen, M. (2014). Canadian clinical practice guidelines for the management of anxiety, posttraumatic stress and obsessive-compulsive disorders. *BMC Psychiatry*, 14(Suppl 1), S1. <https://doi.org/10.1186/1471-244x-14-s1-s1>
- Kaya, N. (2013). 10 most common phobias. *The Times*. Retrieved from <https://www.verywellmind.com/most-common-phobias-4136563>
- Khan, F., Ismail, S., Shafique, M. S., Ghous, K., & Ali, S. A. (2015). Glossophobia among Undergraduate Students of Government Medical Colleges in Karachi. *International Journal of Research (IJR)*, 2(1), 109-115.
- Khawaja, S. I., Bhullar, N., & Rizvi, S. S. (2006). Effects of oral presentation skills training on public speaking anxiety and performance: A randomized controlled trial. *Journal of Public Speaking*, 20(1), 73-91.
- Kim, D. (2020). Learning language, learning culture: teaching language to the whole student. *ECNU Review of Education*, 3(3), 519-541. <https://doi.org/10.1177/2096531120936693>
- Kim, J., & Ahn, J. (2019). The effects of a social cognitive theory-based intervention on public speaking skills and anxiety in EFL learners. *Journal of Language and Social Psychology*, 38(3), 299-314.
- King, A., Youngs, H., & Draper, J. (2018). Addressing glossophobia: Strategies for teachers. *Journal of Communication Education*, 36(4), 182-195.
- Kormos, J., & Csizér, K. (2014). A mixed-methods approach to the study of willingness to communicate. *Language Learning*, 64(4), 773-801.
- Kuckartz, U., & Rädiker, S. (2023). *Qualitative content analysis: Methods, Practice and Software*. SAGE.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Sage Publications.
- Landau, S., & Everitt, B. S. (2004). *A handbook of statistical analyses using SPSS*. CRC Press.
- Landau, S., & Everitt, B. S. (2017). *A handbook of Statistical analyses using SPSS*. Chapman & Hall/CRC.

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd Ed.). Oxford University Press.
- Le Van Tuyen, & Nguyen Ha Linh Phuong. (2021). Factors causing reticence for non-English majored students in speaking performance. Ho Chi Minh City University of Technology (HUTECH) – Ho Chi Minh City, Vietnam.
- Lee, H., Park, M. J., & Choi, J. (2022). Effects of technology-assisted language learning on public speaking anxiety and foreign language anxiety: A meta-analysis. *Computers in Human Behavior*, 127, 106707.
- Lee, S., & Kim, E. (2020). The influence of social anxiety on public speaking anxiety and communication apprehension. *Communication Research Reports*, 37(2), 115-123.
- Loewen, S., & Sato, M. (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. Routledge.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2016). Language teachers' coping strategies during speaking activities. *The Modern Language Journal*, 100(1), 250-267.
- Maddux, J. E. (2009). Bandura, Albert (1925- ). In *Encyclopedia of Identity*, 39-41.
- Maggit, J. (2021). *Overcome Your Fear Of Public Speaking: Stop Thinking About Yourself: Public Speaking Help*.
- McCroskey, J. C. (1977). Glossophobia: Fear of public speaking. *Communication Quarterly*, 25(2), 123-133.
- McCroskey, J. C. (2001). *An introduction to rhetorical communication*. Allyn and Bacon.
- McCroskey, J. C., & Richmond, V. P. (1982). Communication apprehension and shyness: Conceptual and operational distinctions. *Communication Studies*, 33(3), 458–468. <https://doi.org/10.1080/10510978209388452>
- McNatt, D. B. (2019). Enhancing public speaking confidence, skills, and performance: An experiment of service-learning. *The International Journal of Management Education*, 17(2), 276–285. <https://doi.org/10.1016/j.ijme.2019.04.002>
- Nassaji, H., & Kartchava, E. (2021). *The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching*. Cambridge University Press.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nevo, B., & Nevo, D. (2012). The relationship between public speaking anxiety and self-efficacy. *Communication Education*, 61(3), 332-347.
- Norton, L. K., Hope, D. A., & Ayers, C. R. (2005). The role of cognitive anxiety and physiological arousal in public speaking anxiety. *Journal of Anxiety Disorders*, 19(4), 377-392.
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.
- Olatunji, B. (2018). *The Cambridge Handbook of Anxiety and Related Disorders*. Cambridge University Press.

- Ouhadj Mustapha, & Oumahamed Rezki. (2016). Enhancing English Language Students' Speaking Skill through Overcoming Anxiety: The Case of First Year Students in the Department of English at Mouloud Mammeri University of Tizi-ouzou.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- Pajares, F. (2019). Self-efficacy theory. In *International Encyclopedia of the Social & Behavioural Sciences (Second Edition)*, 247-254.
- Pérez-Llantada, C., Orgilés, M., & Muela, A. (2019). Effectiveness of a brief mindfulness-based intervention on public speaking anxiety: A randomized controlled trial. *Journal of Anxiety Disorders*, 72, 14-21.
- Perveen, K., Hasan, Y., & Aleemi, A. R. (2018). Glossophobia: The fear of public speaking in female and male students of University of Karachi. *Pakistan Journal of Gender Studies*, 57-70.
- Pull, C. (2012). Current status of knowledge on public-speaking anxiety. *Current Opinion in Psychiatry*, 25(1), 32–38. <https://doi.org/10.1097/ycp.0b013e32834e06dc>
- Qian, J., McDonough, D.J., & Gao, Z. (2020). The Effectiveness of Virtual Reality Exercise on Individual's Psychological, Psychological and Rehabilitative Outcomes: a Systematic Review. *International Journal of Environmental Research and Public Health*, 17(11), 4133
- Reavley, N., Allen, N., Jorm, A., Morgan, A., Ryan, S., & Purcell, R. (2010). *A Guide to what Works for Anxiety Disorders*.
- Roskos-Ewoldsen, D. R., & Monahan, J. L. (2009). *Communication and social cognition: Theories and Methods*. Routledge.
- Salehzadeh, Z., & Bagheri, M. (2021). The effects of mindfulness-based stress reduction (MBSR) on communication apprehension and speaking anxiety among EFL learners. *Journal of Language and Social Psychology*, 40(4), 489-503.
- Santos, H. J. R., & Kunso, F. M. (2021). "I Speak Not": Accounts of English Language Learners With Glossophobia. *Modern Journal of Studies in English Language Teaching and Literature*, 3(2), 1-28.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Schunk, D. H. (1996). Goal and self-evaluative influences during children's cognitive skill learning. *American Educational Research Journal*, 33(2), 359-382.
- Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and Self-Regulated learning: Theory, Research, and Applications*. Routledge.
- Scott, M. D., McCroskey, J. C., & Sheahan, M. E. (1978). Measuring communication apprehension. *Journal of Communication*, 28(1), 104–111. <https://doi.org/10.1111/j.1460-2466.1978.tb01571.x>
- Sharifian, F. (2017). *Cultural Linguistics: Cultural conceptualisations and language*. John Benjamins Publishing Company.
- Smith, A., Sodano, V., & Speiler, L. (2018). Factors associated with public speaking anxiety in university students: A mixed-methods study. *Journal of Anxiety Disorders*, 62, 82-90.

- Smith, M. J., Spurgeon, S., & Sheffield, A. (2020). The impact of mindfulness-based intervention on public speaking anxiety in university students: A randomized controlled trial. *Journal of Anxiety Disorders*, 76, 102144.
- Stagnitti, K., Bailey, A. M., Stevenson, E. H., Reynolds, E., & Kidd, E. (2016). An investigation into the effect of play-based instruction on the development of play skills and oral language. *Journal of Early Childhood Research*, 14(4), 389–406. <https://doi.org/10.1177/1476718x15579741>
- Thompson, R., Kim, S., & Bian, Y. (2021). Factors contributing to public speaking anxiety in university students: A systematic review. *Journal of Language and Social Psychology*, 40(3), 291-309.
- Thornbury, S. (2017). *How to teach speaking*. Pearson.
- Ushioda, E. (2011). Motivating learners to speak as themselves. *Perspectives*, 19(1), 1-5.
- Wei, L., Hua, Z., & Simpson, J. (2023). *The Routledge Handbook of Applied Linguistics*. Taylor & Francis.
- Wen, Z., Skehan, P., Biedron, A., Sparks, R., & Li, S. (2019). *Language aptitude: Advancing Theory, Testing, Research and Practice*. Routledge.
- Whitfield, T., Barnhofer, T., Acabchuk, R. L., Cohen, A., Lee, M., Schlosser, M., Arenaza-Urquijo, E. M., Böttcher, A., Britton, W. B., Coll-Padros, N., Collette, F., Chételat, G., Dautricourt, S., Demnitz-King, H., Dumais, T., Klimecki, O., Meiberth, D., Moulinet, I., Müller, T., Marchant, N. L. (2021). The Effect of mindfulness-based programs on Cognitive Function in Adults: A systematic review and meta-analysis. *Neuropsychology Review*, 32(3), 677–702. <https://doi.org/10.1007/s11065-021-09519-y>
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308-328.
- Wright, K. (2014). *Understanding Phobias*. Geddes & Grosset, Limited.
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119–152. <https://doi.org/10.1111/j.1467-9922.2004.00250.x>
- Young, L. D. (2003). The effects of progressive muscle relaxation on public speaking anxiety. *Communication Research Reports*, 20(1), 44-51.
- Zimbardo, P. G. (1977). *Shyness: What it is and what to do about it*. Addison-Wesley Publishing Company.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.



# **Appendices**

## **Appendices:**

### **Appendix 01: Students' Questionnaire**

Dear Students,

The purpose of this questionnaire is to examine the factors contributing to foreign language students' speaking anxiety in the English department at MMUTO and to identify effective strategies for reducing it. The data collected through this questionnaire will be used solely for academic purposes, and we assure you that your responses will be kept anonymous and confidential. Your honest and sincere answers are essential for the success of this research, and we appreciate your willingness to participate. Please read each question/statement carefully and select the appropriate response(s) by checking (✓) the relevant box(es). You may select more than one option where applicable. Thank you for your cooperation.

#### **Section One: Glossophobia and Foreign Language Learning**

1. Have you ever felt anxious or nervous when speaking in front of a group of people?

Yes

No

2. If you are an anxious speaker, you classify yourself as

High anxious speaker

Intermediate anxious speaker

Low anxious speaker

3. Do you feel confident or uncertain when speaking in public in your native language?

Confident

Uncertain

4. How often do you feel anxious or nervous when speaking a foreign language in class or with other people?

Never

Rarely

Sometime

Always

5. Which of the following statement describes your behaviour in the English speaking class?

I speak confidently

I feel nervous when I start speaking

I sit at the back and keep silent

I do not feel motivated to speak

6. What situations or topics in foreign language learning make you feel anxious or nervous?

Speak in front of the class

Oral Exam

Speak with teacher

7. Have you ever avoided speaking a foreign language because of anxiety or nervousness?

Yes

No

8. Do you think anxiety or nervousness affects your ability to learn a foreign language?

Yes

No

9. What makes you nervous or anxious about speaking a foreign language in front of others?

Fear of being judged by others

Fear of making mistakes

Fear of failure

Fear of not being understood

## **Section Two: Techniques to Reduce Speaking Anxiety**

10. Have you ever used any techniques to help you reduce your anxiety when speaking a foreign language?

Yes

No

If so, what did you do?

.....  
.....  
.....

11. Have you ever attended any courses or workshops that help reduce speaking anxiety?

Yes

No

12. What do you think would be the most effective technique to reduce speaking anxiety?

.....  
.....  
.....

13. Do you believe that practising speaking in front of others can help reduce speaking anxiety?

Yes

No

14. Do you believe that practising speaking in front of others can help reduce speaking anxiety?

Yes

No

If so, to what extent are they effective?

High extent

Intermediate extent

Low extent

15. Do you think technology, such as language learning apps or virtual reality simulations, can help reduce speaking anxiety?

Yes

No

**Thank you for your time and for your collaboration**

## **Appendix 02: Teachers' Interview**

As part of our research study titled "Teachers' Strategies to Help EFL Students in Overcoming Glossophobia" at Mouloud Mammeri University of Tizi-Ouzou, we are conducting this interview to explore the causes of speaking anxiety among EFL students and identify ways to alleviate it within the English department at MMUTO. Your responses will be used for academic purposes only. Thank you for your cooperation.

1. Have you ever noticed any anxious students in classes? How do you react to this behaviour?

2. Some researchers believe that the affective factor influencing foreign language learning is anxiety. Could you, please, explain the link between anxiety and language learning?

According to your experience?

3. Do you believe that Glossophobia (fear of public speaking) is more closely linked to the speaking skill compared to other language skills?

4. Do you think that successful and extroverted students are likely to create and develop anxiety among other students?

5. What are the causes that you think are responsible for creating students' speaking anxiety?

6. How do you think negative evaluation from teachers can impact EFL learners' anxiety levels?

7. How do you approach correcting students' mistakes in the classroom, and do you believe that providing indirect correction can be an effective strategy for reducing student anxiety? Please elaborate on your methods for correcting mistakes?

8. How do you plan to address your students' speaking anxiety in the classroom? Can you suggest any effective strategies that you have used or plan to use to help reduce their anxiety levels?

**Thank you for your time and for your collaboration**